DOCUMENT RESUME

ED 445 570 HE 033 126

TITLE	Educating Students for Active Citizenship & Engaging with Communities: Practices in Higher Education.
INSTITUTION	Brown Univ., Providence, RI.
SPONS AGENCY	Corporation for National Service, Washington, DC.; Sallie Mae, Reston, VA.
PUB DATE	1999-00-00
NOTE	92p.; First distributed at the Aspen Institute Presidents' Leadership Colloquium (Washington, DC, June 29-July 1, 1999). Also supported by KPMG Peat Marwick.
AVAILABLE FROM	Brown University, Campus Compact, Box 1975, Providence RI 02912-1975. Tel: 401-863-3779; E-mail: campus@compact.org.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Citizen Participation; *Citizenship Education; Citizenship Responsibility; College Students; *Democratic Values; Higher Education; Partnerships in Education; *School Community Relationship; *Service Learning; *Student Participation; *Values Education

ABSTRACT

This report provides brief descriptions of 83 practices followed by college campuses to educate students to be active, involved citizens and to engage their institutions with their communities. The summaries, arranged alphabetically by school, were prepared by Campus Compact member presidents. A "table of contents" groups practices into the following categories: (1) teaching the practice of democratic citizenship, and (2) promoting citizenship through student service, service learning, and community partnerships. The second grouping is further organized into the following categories: educational partnerships, health and science partnerships, other partnerships and service learning initiatives, and campus-wide events. (SM)

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Educating Students for Active Citizenship & Engaging with Communities: Practices in Higher Education

This is a compilation of 83 practices, submitted by Campus Compact's member presidents, on how campuses are educating students to be active, involved citizens and on how campuses are engaging their institutions with their communities. In presenting these examples, we felt it would be useful to our web site visitors to itemize each practice under the following categories: 1) Teaching the Practice of Democratic Citizenship and 2) Promoting Citizenship Through Student Service, Service-Learning, and Community Partnerships. We hope you find this useful.

This publication, which was first distributed at the 1999 Presidents' Leadership Colloquium held at the Aspen Institute from June 29 to July 1, 1999, was made possible with support from the Corporation for National Service, KPMG Peat Marwick, and the Sallie Mae Foundation.

Teaching the Practice of Democratic Citizenship

- Allegheny College's new minor program
- Brown University's Presidential Seminar, "The Individual, the University, and Responsibility within a Free Society"
- Claremont McKenna College's Student Leadership Conference
- Connecticut College's "Center for Community Challenges"
- DePaul University's "Discover Chicago" program
- Franklin Pierce College's freshman seminar, "Individual and Community"
- Gateway Community College's seminar, "The Social Responsibilities of Leadership"
- Millikin University's required "University Seminar"
- Mount Holyoke College's "Speaking, Arguing, and Writing Program"
- Pace University's incentive system, "Pace Rewards: A Community development program"
- San Francisco State University's "Project SHINE"
- Southwest Missouri State University's mandatory course, "Introduction to University Life"
- Tufts University's "across the curriculum" initiative
- Union College's development of "UC LEAD"
- University of Saint Thomas's "up and coming" citizenship program
- University of Vermont's advocacy for social and environmental

causes
- Whitworth College's required Core 150 program

Promoting Citizenship Through Student Service, Service-Learning, and Community Partnerships

Educational Partnerships

- Bates College's "L/A Excels" and "Kids Plus" programs
- Clarion University of Pennsylvania's "Partnership in Education" project
- Colorado Mountain College's AmeriCorps program
- Columbus State Community College's Phi Theta Kappa tutoring program
- Florida State University's partnership with Leon County Schools
- Indiana University of Pennsylvania's CultureLinks Program
- La Sierra University's tutoring program at Alvord Unified School District
- Marian College's "Mentoring in the City" volunteer program
- Miami-Dade Community College's partnership with the Miami-Dade public school system
- Montana State University-Northern's after school tutoring program
- Montclair State University's collaboration with a "networked community"
- Morris Brown's "Life Line: Teen Empowerment through Tutoring, Mentoring and Counseling"
- Nazareth College's site-based teaching certification program
- Otterbein College's mentorship program
- Pacific University's partnership with the Forest Grove School District
- Rivier College's SO-PREPARED school enrichment program
- University of Binghampton's "Johnson City Program"
- University of Colorado at Boulder's Internet writing center
- University of Maine at Farmington's service learning partnership with the Mallett School
- University of New England's "Stevens Avenue Project"
- University of Richmond's establishment of an advisory board

Health & Science Partnerships

- Calvin College's CEAP program
- Chatham College's graduate program in physical therapy
- East Tennessee State University College of Nursing's "Downtown Clinic"
- Mesa Community College's Partnership for Tobacco Free Youth
- Metropolitan State University's campus-based community health clinic
- Nova Southeastern University's transformation of a sewer plant into a fish farm

- University of Montana at Missoula's "Teaching Creative Movement to People with Disabilities"
- University of Utah's Psychology 1010 program

Other Partnerships and Service-Learning Initiatives

- Ball State University's course, "Education in a Democratic Society"
- Bennett College's youth outreach programs
- Brevard Community College's proposal to engage its employees at the Center for Service-Learning
- Bloomsburg University of Pennsylvania's Migrant Community Project
- California State University at Bakersfield's curricular development program
- California State University at Monterey Bay's sophomore level core requirement service-learning course
- Clemson University's Habitat for Humanity chapter
- Community College of Denver's development of a community placement web site
- Defiance College's participation in the "Kids' Creation Community Playground" project
- Denison University's "Place-Based" Service-Learning program
- Fort Lewis University's various partnerships with the local/regional community
- Hunter College's "Public Service Scholar Program"
- Johnson & Wales University's commitment to the Providence community
- Macalester College's interdisciplinary Action Research program
- Minneapolis Community and Technical College's partnership with the Hennepin County social service system
- Northampton Community College's humanitarian TEAM Act 101 group
- Portland Community College's Automotive Technology Program
- Ramapo College's course, Student Literacy Corps
- Red Rocks Community College's wide spectrum of volunteer activities
- Regis University's partnership with the San Jose Obrero Parish
- Salisbury State University's Tax Assistance Program
- Santa Clara University's community partnership, "Eastside Project"
- Trinity College's engagement with a Boys & Girls Club located on campus
- University of Denver's establishment of a Service Learning Advisory Committee
- University of Redlands's Service Hours Graduation Requirement
- University of Southern Colorado's Community Research Services

- West Virginia Wesleyan College's process of "actively listening to the community"

Campus-Wide Events

- Cleveland State University's "Springfest" service activity
- College of St. Mary, Nebraska's "stand down" for homeless veterans
- on Veteran's Day
- Colorado State University's variety of coordinated events
- Fitchburg State College's widespread student involvement in National Day for Hunger and Homelessness
- LDS Business College's "Service Learning Day"
- Lesley College's ABC Day
- Marietta College's Neighborhood© program
- Pueblo Community College's participation in "National Dr. Seuss Day"
- Valparaiso University's "Christmas in April" project
- Vincennes University's "Rainbow of Harmony" Dinner

Allegheny College, Pennsylvania
Richard Cook, President

Allegheny College will launch a new minor this fall to engage students, faculty, and community partners in theoretical and practical inquiry about the nature of citizenship, service-learning, and democracy. This interdisciplinary academic program will allow students to understand social action and its ethics intellectually as well as practically. The new minor – with roots in the psychology, philosophy, and economics departments strengthens the curricular layer of Allegheny's already deep commitment to the Crawford County community. Faculty and students regularly engage in service-learning through academic internships and selected courses in various fields including environmental science, psychology, political science, and communication arts. Strong student leadership drives the co-curricular service movement in which over 56% of the student body contribute over 25,000 hours of community service yearly. In 1998-99, 17% of the college's overall work-study budget was allocated to funding student work in local community organizations.

"Values, Ethics, and Social Action" (VESA) will make the primacy of education for citizenship more explicit for students, faculty, and community partners. Passed with overwhelming support by an enthusiastic faculty, the first course has been greeted with high student enrollment. With support from the Demmler Fellowship, which funds faculty initiatives in academic program enhancement, six VESA faculty are engaging in course development this summer. Rather than scattered, unconnected efforts in service-learning and social justice, VESA offers a coherent course of progressive study

that connects the disciplines as it encourages students to explore citizenship and values. Students must complete six courses, including interdisciplinary introduction and Capstone seminars (all of which include a substantial service-learning component). Other courses explore issues of wealth, poverty, politics, ethics, community, behavior, environmental justice, moral theology, gender, and diversity. Students enrolled in the minor must complete experiential learning components to accompany classroom learning: a service-related internship and 84 hours of community service. Students will be placed in various agencies addressing issues of poverty, education, welfare, and teen pregnancy with at-risk children and youth, the elderly, and adults. The joint aspects of this theoretical and practical learning will attempt to move students from talking about justice to promoting it, from debating about good citizenship to living it, and from community service to social action.

Engagement in our community and significant reflection in the classroom will help students understand what it means to value citizenship in a democratic community. VESA will enhance students' abilities to think critically about social systems, with the community service component acting as a laboratory in which they are led to confront their assumptions and learn problem-solving skills in the context of socially meaningful work that addresses real community concerns. In a time of increasing social problems and scarce resources for social programs, students can supply much needed ideas, skills, and time to meet community challenges. Likewise, by working in partnership with local non-profit agencies, we can offer our students opportunities for learning about and contributing to our shared community in a way that is grounded in realism as well as academically rich. VESA demonstrates to our community that Allegheny's commitment to the common good is linked in vital ways to our educational mission and that we are proud to engage in mutually beneficial partnerships with our neighbors.

New Century Connections, Allegheny's five-year strategic plan, and Allegheny's time-tested educational objectives emphasize our goal of preparing our students to be rational, ethical, and responsible citizens and leaders who stand by their commitment to democracy and community.

We believe that Values, Ethics, and Social Action will take us another step closer to that goal. In a culture of almost unparalleled individualism, education for citizenship and community building would seem to be one of the greatest gifts that the college and the community can give to each other and to our graduates.

Ball State University, Indiana

John Worthen, President

During the 1998 –99 academic year, Ball State's Department of Elementary Education placed 530 students in service learning activities providing at least 26, 500 hours of service to our community. Students worked in agencies serving youth and families, tutored in after school programs, and coached at the YMCA.. They served at the Children's Museum, developed materials for the Minnetrista Cultural Center, and conducted tours at Oakhurst Gardens. Some served in day care centers, community centers, or special programs devoted to introducing at-risk children to the arts or athletics. Others served at homeless shelters, juvenile detention centers, or crisis centers for abused women and their children.

How did we make this happen? In the fall of 1998, the Department of Elementary Education launched a new curriculum that opened an exciting chapter in the history of American education. The department began in 1995 to create a curriculum that would equip teachers with new tools and new attitudes. Every early childhood and elementary teacher graduating from Ball State, we believe, should be prepared to be a reflective practitioner, a lifelong learner, and an active and thoughtful citizen.

EDEL 100, *Education in a Democratic Society*, offers an initial investigation into teaching and the teaching profession. The purpose of this new course is "to introduce teaching as a profession that is influenced by multiple factors including self, child, family, community, and society." Students participate in civic activities as a way of coming to understand children and the various conditions that influence the teaching profession. All prospective early childhood and elementary teachers take this required course.

In this service-learning course, students are required to provide a minimum of 50 hours of service in clinical field settings. Our early childhood and elementary education majors receive a variety of experiences representing a broad range of society. Their sharing during service seminars is exciting and their reflection papers are often impressive. They are being exposed to marvelous opportunities to look at the world in which our children are growing up. Through this course, most of our students expand their view of society and the civic role they can play as potential professional educators.

Service -learning provides a method for incorporating community service as an important pedagogical tool for the education of students in a democratic society. Community service has been on the national mind for most of the 1990s. Conservatives and liberals alike have urged a return to the

American tradition of community engagement and civic responsibility described so engagingly by Alexis de Tocqueville in *Democracy in America*. In teacher education, this union of service and learning is particularly important. By paving an avenue for students to reflect on how they themselves learn, service learning can help bring personal coherence to each student's understanding of pedagogical theories and practices. In addition, by immersing students in the community outside of the university or lab-school, service learning compels them to develop a broader picture of where schools and the business of education fit into the complex social and political system of American democracy.

Through these learning experiences, Ball State students explore trends which shape education in a democratic society, engage in civic activities which influence the lives of children, examine professional traits and strategies necessary for successful teaching and learning, develop an understanding of the complexities of teaching and learning, identify and reflect on personal education experiences that influence teaching practices, and begin an inquiry into the nature and aims of education in a democratic society.

Course instruction time includes activities to help students share what they are learning with others as well as to reflect on their work experiences in light of their academic studies. And through this course, Elementary Education faculty are themselves practicing service learning, renewing their interests in the themes of education and democracy, and becoming teachers of teachers for the twenty-first century.

Bates College, Maine
Donald W. Harward, President

"L/A Excels" – a college-community collaborative venture, began in the summer of 1998. It has resulted in several "Community Conventions," determining a vision of community excellence and delineating several transformative projects in zones of educational aspiration, economic vitalization, leadership development, and quality of life in the community. This grass-rooted, community building project is the most extensive in the history of the State, according to the Governor, and may be among the most inclusive and community-driven leadership projects in the nation (at least we are led to believe this from the foundations that are currently assisting us).

"Kids Plus," which is funded by the National Corporation for Public Service and by Bates, with support from area agencies, strives to raise community aspirations and learning while engaging Bates College students, faculty and staff in meaningful service-learning projects. It focuses on the Longley School and the Lewiston Multi Purpose Center neighborhoods

and acts as a vehicle to encourage service providers and residents to identify community needs and access the resources to meet those needs. The intent of "Kids Plus" is to assure that in-school efforts assist in implementing Maine Learning Results and that out-of-school efforts address the community's request for high quality activities for all ages. Work focuses on student learning, arts programming, resident support and community building.

Highlights of the first very successful year of "Kids Plus" include:

• Teachers from Longley, Martel and McMahon worked collaboratively with Bates faculty and students to publish a curriculum document aligning Maine Learning Results with current science curricula.

• The theater production "The Great Shoe Strike" based on a real incident in the city of Lewiston's history was produced by the Great Escape Theater. Over 200 public school students and community members attended. The Great Escape Theater was a project of the Bates Theater Department course "Creating Community Theater." It was done in collaboration with the local arts agency, L/A Arts, and leveraged funds from the Davis Family Foundation and the Simmons Foundation.

• Nearly 50 Bates students were mentors to Longley School 4th, 5th, and 6th graders. The program included school visits and events held on campus for the younger students. On the average, each mentor spent 35 hours with his/her mentee. In addition, a senior psychology major designed a program evaluation format for her senior thesis.

• Two Bates students and 2 Longley parents began and led a Girl Scout troop for downtown girls. The demand was so high that next year this effort will double.

• Nearly 500 hours of quality after-school activities were provided children in the after-school program at the Multi-Purpose Center in Lewiston. Service-learning students, work-study students, and volunteers supported this effort.

• A pre-orientation service project for first-year students was planned with Longley School parents.

• Thirty-seven people, representing 13 families, participated in a 12-week "Nurturing" program designed to build communication and conflict resolution skills within the family. This project was funded jointly by the College and the Sisters of Charity Health System and used work-study students as support staff.

• Students from the Education Department's "Perspectives in Education" worked in the classrooms of Longley.

• Education faculty, a first grade teacher, and an independent-study student work collaboratively during Short Term to design a model classroom experience. This will be used in the future to provide prospective secondary education majors with a background in literacy acquisition.

• Anti-smoking groups were organized by psychology students during Short Term for Longley School children.

• Bates faculty and students hosted a science day on campus for all Longley 5th and 6th graders. The event was organized by a Women's Studies major who had received national funding to implement the project.

Bennett College, North Carolina
Gloria R. Scott, President

Social Work majors were trained in conflict resolution as a part of the Human Behavior and Social Settings course. The service-learning component involved these majors in conflict management for youth enrolled in the local Boys & Girls Club; Big Brothers and Big Sisters; Dudley High School; and the several youth outreach programs sponsored by Bennett College (i.e. NASA Scholars for Excellence in Mathematics, Science, Engineering and Technology [SEMSET], and TeensLead, the leadership program for area teens).

Over 375 Greensboro, N.C. elementary, middle, and high school youth ages 8-18 have been trained in conflict resolution through this service project. The participants conducted on-site training sessions with the students. The sessions involved anger management, role play, one-on-one counseling, and mediation training. Area representatives with expertise in conflict resolution were also invited to provide further training for the youth and the Social Work majors.

We believe this project has not only impacted the young people involved, but has also affected their families, their schools and their communities. Our Bennett College students have learned how to handle conflicts and how to help young people resolve conflicts without engaging in violence. They have been prepared to service the communities in which they will reside as graduate students, employees and socially aware citizens. Their program was grounded in the instituted goal of social justice through service-learning and participation.

Brevard Community College, Florida
Thomas E. Gamble, District President

Nationally, there has been a resurgence of community service involvement by college students, businesses, K-12 youth, and senior citizens. In Brevard County, we have witnessed this return to community through our Brevard Community College students, the United Way Volunteer Center volunteers, and Brevard County School District youth. The key ingredient that binds and unites these separate but similar citizen enclaves is the web of mutuality between volunteer and recipient, community and institution, and need and resources. At Brevard Community College, our vision and support structures have led to an expectation of service as an integral part of the collegiate experience. This involvement is intentional, central, and vital to the college, the community, and most of all, our students.

Now is the time to extend these prodigious benefits of community service to another key constituent of the college - its employees! Several businesses and organizations have developed creative and far-reaching projects to help the community and their employees through systemic efforts for service to the community. Chrysler Corporation, Levi-Strauss, the former NCNB Bank, Timberland, and the Body Shop are good examples of business' commitments to helping surrounding communities and workforces.

Brevard Community College is in an advantageous position to do likewise. Our name is community; our students are models of citizen participation; our closeness to community is evident through many initiatives across the institution. We have the apparatus in place to logistically coordinate and support a significant project. I am proposing that BCC employees have the opportunity to volunteer at Center for Service-Learning specified service sites for 1 1/2 hours per week in lieu of the 1 1/2 hours presently allowed for exercise. All sites would be selected by the CSL, taking into consideration city need and possible positive impact on the employee. Service hours would be documented on appropriate forms, and all employees would inform their direct supervisors when they would be serving their community.

This opportunity could be a real catalyst to demonstrate that BCC cares enough to commit resources to the most important resources that we have - our community and its citizens. The project would be a definitive statement of the seamless web of mutuality, which binds all of us. If the community becomes healthier, the College benefits likewise!

During a time when colleges and universities across the country are pondering about what an engaged institution should be, and are talking about becoming community citizens. Brevard Community College will be a more committed

institution for civic and personal development.

Brown University, Rhode Island
E. Gordon Gee, President

Brown University has long prided itself on having a student body committed to community service and social change. And yet, Brown lacked a broad and formal way of discussing issues of ethics, civic responsibility, and community commitment. Upon becoming the seventeenth president of Brown last year, E. Gordon Gee announced that "Brown is a private university with a public purpose" and has challenged the Brown community to define that ideal. The Presidential Seminar--entitled "The Individual, the University, and Responsibility within a Free Society"--is a cornerstone of that effort.

The Presidential Seminar is committed to establishing an intentional conversation throughout the campus and between the campus and surrounding communities on the questions of personal and institutional civic responsibility. The Presidential Seminar consists of multiple interrelated components. The instructional seminar and the evening panel discussions (points 1-4, below) began in January, 1999, and are ongoing. Outreach to other student groups (point 5) began on a limited scale in January, 1999. The following initiatives are to be in place by the 1999-2000 academic year:

• The instructional seminar, which includes students, President Gee, and invited public servants from the Rhode Island community, will explore the values inherent within liberal education and the ways that academic institutions and their members contribute to the public good.

• The evening panel discussion, involving Brown and the wider community will feature distinguished experts, who also participate in the afternoon instructional seminar.

• Outreach to general public through interactive Web site.

• Action-research project that derives from the seminar.

• Outreach to all students through faculty fellow study-breaks, dorm-based discussions, and other community-building institutions.

• Outreach to faculty through various faculty collegia and fora.

• Outreach to Rhode Island, through participation of public schools and community organizations.

• Outreach to alumni, through web access and alumni magazine

coverage.

• Outreach to Brown Corporation, by making materials available for meetings and retreats.

Bloomsburg University of Pennsylvania
Jessica Kozloff, President

Rural central Pennsylvania hosts a transitory and semi-permanent migrant community serviced by education and social welfare agencies. These agencies function in a climate of resource loss due to federal, state, and local downsizing. Students need opportunities to experience multicultural, real-life situations preparing them for careers and responsible citizenship. The Migrant Community Project, a collaboration between Bloomsburg University professors, the SOLVE and Admissions offices, and local education and social welfare agencies benefits all involved. The Project's goal is to challenge the University and relevant service agencies to facilitate the concept of service-learning by developing an interdisciplinary teaching and research process that fosters responsible citizenship and experiential learning.

Project Overview developed through Bloomsburg University Strategic Planning Funding from 1996-98. The Migrant Community Project established an alliance between Bloomsburg University, the SOLVE Office, the Admissions Office, the Central Susquehanna Intermediate Unit Northeast Migrant Education Program and other agencies that service the migrant population in this region. This alliance provides a wide range of meaningful opportunities for Bloomsburg University faculty and students including research, service-learning, internships, teaching, mentoring, tutoring and program development.

To date, professors and their students from Curriculum & Foundations, Anthropology, History, Languages & Cultures, Nursing, and Sociology & Social Welfare and various athletic coaches and their players are involved with The Migrant Community Project.

Three annual campus events are crucial to The Migrant Community Project: the Spring Northeast Migrant Family Day, the June Student Leadership Overnight, and the Fall Student Leadership Day. This year, six Migrant Ed students are enrolled in the Congressional Awards through Senator Santorum and our Student Leadership Overnight fulfills one of the requirements. These events are invaluable for the migrant population as well as for Bloomsburg University. Students participate in organizing the conferences, facilitate workshops, and serve as mentors throughout the day.

The Migrant Community Project provides opportunities for faculty and students and supports the University's strategic goals. This "out-of-classroom" learning experience prepares students for careers, improves relationships with community organizations, challenges students to perform at their highest academic potential, allows them to explore other cultures and helps foster mutual respect and understanding. Likewise it improves the quality of teaching and fosters interdisciplinary education and research at Bloomsburg University.

California State University, Bakersfield
Thomas A. Arciniega, President

For several years California State University, Bakersfield has edged toward a university-wide requirement for community service. Universities in Arizona and Oregon, and sister CSU campuses with such requirements have been studied carefully. During the1996-97 revision of the campus Mission and Goal Statement, one of the most intensely examined issues was whether to establish such a requirement as a goal that the University would commit itself to accomplish during the next five years.

After much thought and discussion, we decided against the immediate imposition of this requirement. The reasons are, simply, that first, virtually all CSUB students are commuters and work 30+ hours a week. To add a community service requirement on top of their other academic and personal responsibilities seemed unrealistic. Second, even if the University wanted to require a community service experience, the campus lacked the staff and resources to provide such an opportunity. Finally, our faculty needed additional training time and orientation to properly supervise the students in such placements. The faculty had not worked out how community service could best fit into the curriculum and be made meaningful for students. The CSUB Academic Senate's advice was to proceed carefully.

The President and deans have taken this advice to heart, although we are still determined to move forward. We decided that the approach had to be systematic. First, a number of community service programs were consolidated into a single office. As a result, Cooperative Education, Human Corps, and internships were merged into the Office of Community Services Programs (CSP). Second, a new director was recruited to manage the CSP Office and charged to proceed with all deliberate speed. Third, to support her efforts, the University and the CSUB Foundation funded three half-time positions for the office.

The new director has lived up to our expectations. Almost immediately after her appointment she applied for and received

a Campus Compact grant, and an outside grant that will provide a strong support base for the CSP activities over 5 years.

During the past year and a half, the CSP Director has put on three workshops that have trained thirty faculty on how to integrate community service learning into their classes. For the first workshop, Campus Compact monies allowed us to bring in an expert to the campus to advise the faculty on the myriad of possibilities in community service-learning. Since the first workshop, CSUB has relied on its own faculty to facilitate the workshops. Campus Compact and outside grant money also provided small internal grants to assist faculty in revising their courses. The CSP Office has provided the oversight and coordination for each of the faculty involved. This effort has significantly expanded our community service capabilities. Twenty courses have already been revised to include a community service learning option. Another 10-15 will soon follow. Participating faculty have come from many disciplines, including Psychology and Sociology, disciplines that one would expect to be interested, but also from Chemistry, Art, and Mathematics. We expect to bring 10 to 15 faculty into this process each year.

The CSP Office has also been busy developing potential placements in the area. The Director and the part-time staff have been at the center of this broad-based activity. The placements being secured fit into several categories. Some are paid cooperative education placements at nearby corporations; others are internships directly related to particular majors; finally there are placements that fall broadly under human service and community service-learning. While there is still much to be accomplished, the time is now in sight when enough placements will be available to support a university-wide requirement.

This two-year effort has heightened our community services capability across the institution and much progress has been made. However, much remains to be done. We are confident that community service-learning is here to stay at CSUB, thanks to the efforts of key faculty and staff who have pushed hard during the initial phase these past two years.

California State University at Monterey Bay
Peter Smith, President

For at least three years, the Service Learning Institute will offer sections of SL 200 - Introduction to Service in Multicultural Communities, an introductory service learning course, in an effort to "jump-start" the development and implementation of this sophomore level core requirement.

SL 200 - Introduction to Service in Multicultural Communities (SL) prepares students to enter and exit communities sensitively and respectfully, participate in responsive service, and analyze community needs and assets in the social and institutional context of power and resources. This course directly prepares students to meet the ULR in Community Participation (CP) and provides students the opportunity to acquire skills, knowledge and abilities related to their effective completion of upper division service-learning courses and experiences. Students are introduced to the methods, guidelines, and principles of community-based learning as they integrate readings, discussions, simulations, and films, with direct community service experience.

Calvin College, Michigan
Gaylen Byker, President

CEAP is a collaborative effort of faculty across Calvin's campus, but mainly in the sciences, whose focus is understanding the interconnections of the campus, the local ecosystem, and the surrounding communities. The goal is to impact the College and local municipalities as well as individual behavior. In this innovative program, faculty dedicate a regular lab session or project to collecting data that contributes to an overall assessment of the environment of the campus and surrounding area. Classes form working teams related to particular environmental issues. The data forms the basis for recommended changes in campus polices, for programs that target individual behavioral changes, and for identifying issues that involve and impact the adjacent neighborhoods. The program is dramatically increasing the natural science faculty and students' involvement in service-learning. CEAP is developing a model that can be used by other colleges and universities to move faculty to greater engagement with the local community. Imbedded in the CEAP design are several "best practices" in educating students for civic engagement:

CEAP is integrated with the curriculum. Faculty members re-designed existing labs and projects to connect with the CEAP program. For example: chemistry students examine the water quality of the Calvin ponds; physics students measure energy usage on campus; biology students examine the productivity of the ecosystems of the lawn and old field; and geography students study the consumption patterns of students.

CEAP creates a stronger academic community. The CEAP program was designed by a group of faculty members, representing each of the disciplines within the natural sciences at Calvin. Each year since its conception in 1997, participating faculty and newly interested faculty convene through Calvin's faculty development program to discuss results and plan for the

upcoming year. Professors from the social sciences and humanities have joined the program with their own projects.

CEAP opens up vistas for service and citizenship in a powerful way. The disciplinary content a student learns through a CEAP project is comparable to a traditional classroom, library or lab activity. The added value, however, is that the student begins to see the relevance of study and analysis for dealing with complex and pressing problems. Many students who would not consider themselves activists have the opportunity to learn more about environmental issues and what can be done to address them.

The structure of CEAP involves "grass-roots" energy and "top-down" support. There are multiple entry points for involvement in CEAP. Faculty members across the college along with student from the Environmental Stewardship Coalition are involved.

Chatham College, Pennsylvania
Esther Barazzone, President

Chatham College supports good citizenship through wide-ranging community service and service-learning programs that result in approximately 12,000 hours of community service each year. The single largest campus contribution is through the service-learning component of the graduate program in physical therapy, which was developed by faculty member Pamela Reynolds. Chatham's physical therapy students complete a 2-4 week service experience during their final clinical training period. Students are required to report on their service activities in writing and in an oral presentation.

This service experience focuses on contributions individuals make beyond their professional role. It will enable students to begin to internalize their roles as service-oriented citizens and health care professionals. Service experiences will include, but not be limited to working with a disadvantaged, under-served or cross-cultural population. Students will demonstrate social responsibility, citizenship, and advocacy, including participation in community and human service organizations and activities. Students will expand their perception and understanding of health and illness and the variety of meanings these terms carry for members of differing groups.

In the past four years, students have served 63 sites in 12 states and 4 countries. Sites have ranged from the Albert Schweitzer Hospital in Deschapelles, Haiti to the Ecumenical Women Solidarity Fund in Zagreb, Croatia, to the Center for Creative Play right here in Pittsburgh.

Claremont McKenna College, California

Pamela Gann, President

There are two initiatives in place at Claremont McKenna College which have been helpful to those concerned with promoting a stronger sense of civic responsibility among students. One is the "New Student Community Service Project." The other is the "Student Leadership Conference."

The New Student Community Service Project
Every September, as a part of the College's new student orientation program, the entire freshman class, new transfer students, student orientation sponsors, resident assistants, student career consultants, student community service coordinators, and student academic liaisons participate in a volunteer program.

The project students undertake, and the logistical support required for the project are determined during the summer months by the Director of Internships and Volunteer Programs. Projects in recent years have included: fence painting and spreading sand (seven tons!) throughout the playground of a local pre-school; cleaning up the local Little League field; landscaping the grounds and interior painting of the Crippled Children's Society; and landscaping the grounds of a local public school.

The Director has attempted to select projects which: provide new students with an opportunity to see they can make a tangible difference; provide students with a common bonding experience; and serve as vehicles to let students know about other "helping" opportunities in which they might involve themselves during their time at the College. Most importantly, the project - an outreach effort - serves to establish relationships with the local community.

The New Student Community Service project was initiated six years ago when student government agreed to give up a portion of the orientation program dedicated to social programming. Students were initially reticent about relinquishing that time. However, after the first entering class successfully completed their project they challenged each succeeding class to do a bigger or better job and the project took on a life of its own.

The Student Leadership Conference
The Student Leadership Conference was designed to help provide those who serve in leadership positions - student government officers, club and organization presidents, athletic team captains, and resident assistants - with the basic skills they will need to be successful. The Conference helps students recognize that they have, can, and should exercise responsibility for themselves and for others. The programming has included workshops and sessions, which address topics

such as: ethics, establishing and managing priorities, self-assessments, community service and volunteerism; and diversity. The Conference has been a very useful tool for helping students learn how to help themselves, learn to respect the rights and opinions of others, and learn that to make a difference they must be proactive.

Clarion University of Pennsylvania
Diane Reinhard, President

Partnerships in Education Project: Learning and Serving Together for all Children is a model educational systems change project between Clarion University of Pennsylvania and six school districts from Clarion and Venango Counties. These collaborations have been designed and implemented to enhance teaching and learning outcomes in basic and higher education. Fiscal and human resource collaborations between basic and higher education facilitate systemic staff development of faculty and provide for restructuring to improve learning outcomes for children teaching students. This is accomplished by mobilizing university resources in concert with basic education resources and empowering in-service teachers to maintain systems change activities in service to children. Service-learning philosophy and practices are the catalyst for initiating and maintaining systems change and improvement.

Clemson University, South Carolina
Constantine W. Curris, President

In 1995 Clemson students formed a student chapter of the Habitat for Humanity organization.

Working with the Clemson University administration, the Habitat for Humanity chapter undertook its construction project in conjunction with the University's annual Homecoming celebration. This football celebration entails student organizations building and decorating large displays on the campus commons known as Bowman Field. To these displays a Habitat for Humanity project was added. During Homecoming week 1995 (and in subsequent years as well) student volunteers labored to build a Habitat for Humanity home. Unexpectedly, the workforce rapidly expanded beyond student chapter members. Over one hundred students (including graduate assistants and student athletes) actively participated in the initial year's construction.

The student chapter asked for donations to purchase supplies and building materials. Local churches and civic groups responded, as did University faculty, staff and students. Donations and student volunteers have been so extensive that in 1999 two Habitat for Humanity homes will be constructed. Once Homecoming is over, homes are transported by

professional house movers to a permanent site in the community where construction is completed. Students affiliated with Clemson's landscape architecture and horticulture programs donate time to landscape these homes.

The number of students involved in the construction is not known because of innumerable "drop-ins" during Homecoming week. However, the tally of known students participating in construction this past October was just shy of 500.

All campuses develop traditions that last for years. At Clemson the all-night efforts to construct Homecoming displays is one of those traditions. An icon of that tradition is the Habitat for Humanity project, which is viewed by our student body as a true "service" project provided by Clemson students as a distinctive and memorable part of their Homecoming experience.

Cleveland State University
Claire A. Van Ummersen, President

VOLUNTEER CENTER
In 1999, a new service was added to the Department of Student Life within the Division of Student Affairs to provide a clearinghouse of volunteer community service opportunities to students, faculty and staff. Through the use of a Volunteer Directory and Volunteer Fairs, students link up with service agencies and learn citizenship in their own community. More than 88 social agencies are registered in the Directory and a total of 1,668 student contacts were made at the Volunteer Fairs. In addition, the Volunteer Center coordinates participation in service activities such as walk-a-thons and other community events in the Greater Cleveland area. Contact Person: Steve Liss, Director, Volunteer and Educational Programs (216) 687-2048.

STUDENT ORGANIZATION VOLUNTEERISM
Over 150 student organizations participate in volunteer experiences on and off campus. The Student Organization of the Year Award criteria includes points for community service. Fraternities and sororities are especially active in raising funds and awareness for selected charities. Student organizations reported 324 community service hours during the fall semester.

EVENTS TEACHING CITIZENSHIP
For the first time, Springfest activities included a service project where members of the University community could volunteer at the Cleveland Metroparks Zoo Earthfest event. The Volunteer Center was awarded the 1999 "Best New Addition" to Earthfest. The Uniting to Share Fair was developed to raise money and awareness among students about United Way and Community Shares agencies. Through a

fair-like event, students raised almost $500. Additionally, many programs include components of citizenship (including the Chili Challenge) where all funds raised are donated to the Malachi House for terminally ill and the American Red Cross and Lifeshares blood drives held throughout the year.

WELLNESS PEER EDUCATORS
In 1999, the H.O.P.E. (Helping Others through Peer Education) group was formed in the Wellness Center as a volunteer group of trained students who provide peer education to their fellow students. This group was so successful in teaching wellness issues that they were awarded the Bacchus & Gamma Peer Education Network Area VIII "Outstanding New Affiliate Award" for 1999.

College of Saint Mary, Nebraska
Dr. Maryanne Stevens, President

Each year around Veteran's Day, the Veteran's Administration Hospital in Omaha, NE holds a "stand down" for homeless veterans. A "stand down," in military terms provides a brief, safe encampment and the opportunity for rest and rehabilitation. On Saturday, November 8, 1998, three CSM nursing faculty members gathered 12 nursing students and showed up at the Omaha Civic Auditorium to staff this effort. CSM faculty and students provided blood pressure and TB screening, checked veterans for foot problems, and gave flu shots. In all, nearly 150 homeless persons, 115 of them veterans, were served.

Through this effort, the students were able to "put a face on" homelessness and to see that in small ways, they could offer comfort and support to members of the community who are often forgotten. They also learned about the system of services available to Veterans and to the homeless in general. This is an effort that the College of Saint Mary community has been involved with for the last several years and expects to be involved with each year in the foreseeable future.

Colorado Mountain College
Cynthia M. Heelan, President

Our local AmeriCorps program is in its fifth year of operation and we are hopeful for funding to continue a sixth year. We are one of the first programs to start up in the country. We have received funding to sponsor 20 to 25 AmeriCorps members for each eleven-month term. At the end of their term of service AmeriCorps members receive $4,725 towards their higher education goals. It is a win-win opportunity all the way around.

Our members serve in rural mountain communities of the Colorado Rockies, covering a several hundred-mile region of

the College district. Our mission this year "is to increase self-reliance by developing program members and by identifying and providing needed services to at-risk youth and their parents in a collaborative and responsive environment with human service agencies from both Garfield and Lake Counties."

Eleven full-time and five part-time members successfully graduated from this AmeriCorps program. The three members serving in schools surpassed the program goal for involvement with youth by 25%; we exceeded our goals for new contacts with youth by nearly 160%. 90% of the targeted youths' school grades increased by our goal of one grade level in math, science, and social studies. 80% of targeted youth raised their grade one level in English and reading. Most of these youth were "English as a second language" students. (Spanish is their first language.) Surveys completed by local teachers showed a 100% satisfaction regarding the performance and involvement of AmeriCorps members.

In after-school recreation programs and youth centers, AmeriCorps members planned and implemented over 4.5 times the number of targeted hours established as our goal for youth programs. Members provided a safe environment and focused on the development of social skills, promoting self-esteem, and teaching positive alternatives to violence as a solution. The youth surveyed showed 100% satisfaction with the activities offered.

In social service agencies, AmeriCorps members more than doubled their expected number of service hours in group contacts, spending time in 2,950 group contact projects. Members in social service agencies served nearly 3,100 individuals.

In our first quarter for 1999...
We have eighteen full-time members newly enrolled in an eleven-month commitment to service in our communities.

Nine members are serving in schools this year. We have already achieved 89% of our goal regarding student contacts and over double our goal for group tutoring. In youth centers, new members are collaborating between communities to schedule events that will involve kids from various areas, representing a wide range of ethnic and socio-economic diversity. In social service agencies, surveys already show a decrease in dangerous behaviors.

Anecdotal stories from our CMC AmeriCorps members past & present...
"The ESL students I work with are truly amazing. They have an

eagerness for learning and a respect for teachers and the school like I have never seen before. Two of the boys [in middle school] speak very little English. Together, we work on vocabulary and pronunciation in both Spanish and English. I hope I am as patient with them as they are with me. They never laugh at my feeble attempts to communicate with them, they smile and nod encouragingly as I stumble with the 'll' sound or forget to roll my r's".

"A family the Department of Human Services has been working with since May of '98 has been unable to keep their home "fit" without support for years. Whenever I've worked with this family (approximately twice a week for two hours each session) the house would get cleaned up appropriately, but they never maintained their home between visits. Just last Friday, I arrived at their home and found it in perfect condition. The mom had found herself quite a bit of inner strength and decided to take charge of her household and four children. It was one of the best moments I've experienced this year!"

"I work with a kid that has emotional problems, and possibly suffers from ADD. He does not do well in class and is constantly being taken out of class for inappropriate behavior. He was not finishing his work on time. I was told that if he did not have every one of his drafts and an outline of an essay done in a week, he would not be allowed to turn it in and therefore would receive a failing grade. He worked with me for two days during his English class. On the first day he finished his outline. On the second day he finished a five-paragraph essay. He was so proud of himself that he typed his final draft that night. His essay was so good that it is displayed in the hall with some of the other children's outstanding essays."

"A youngster who seldom attended the recreation center is now showing up on a regular basis. This youngster suffers from Leukemia and must undergo treatments once a month. He said to me, *'I'm feeling much better...but the other kids still tease me about my hair loss'*. I told him, 'Hair will come and go, but your true friends, like me, don't notice if you have hair or not'. He looked at me and said, *'That means a lot, coming from a Bald Guy!'*"

Colorado State University
Albert Yates, President

CSU's Office for Service-Learning & Volunteer Programs (SLVP) was established in 1975, and currently places over 4,000 students. Through SLVP's Service Integration Project, over 100 service-learning courses have been taught. SLVP offers: Faculty Scholars Program, Faculty Manual, quarterly newsletter, training, course evaluations & logistical assistance. SLVP also offers a full range of extra-curricular service

projects involving students in companionship, mentoring & tutoring with children, people with disabilities and the elderly. We coordinate events for World Food Day, Make A Difference Day, CSUnity, Martin Luther King Day, etc. Our nationally recognized Alternative Breaks Program facilitates partnerships with the Hopi Tribe in Arizona and other communities nationwide.

Columbus State Community College, Ohio
President M. Valeriana Moeller

We live in a world where people have increasingly become alienated from their communities and even themselves. What can we as a community college do to help turn this around? Columbus State Community College is proud to have encouraged good citizenship practices by providing students with opportunities to make a difference in our community. This can particularly be seen with our student group Phi Theta Kappa and with many other groups on campus.

Phi Theta Kappa (PTK) is an honors organization where students of exceptional academic ability can actively contribute to positive social change. Columbus State sits in a low-income community where our resources are vitally needed. PTK has recognized this challenge by working with a public school in our area. In partnership with teachers and administrators, student needs were assessed. The result of this assessment has been a three-year tutoring program with disadvantaged students. PTK has also adopted a nursing home during the Christmas season to provide outreach to our citizens who are so often forgotten in these institutions. Our PTK students have also excelled in organizing drives for school supplies for homeless children in a nearby shelter--Faith Mission. They have also collaborated with our In-Service and Community Service Committees in collecting donations of toiletries and bedding for another shelter, Friends of the Homeless. In addition, PTK has adopted an AIDS camp and organized fund-raisers for this group.

There are even more good citizenship practices here at Columbus State. We have a recently organized community service fraternal organization, Alpha Phi Omega, that is beginning to make its presence known on campus. Additionally, across campus, students have worked with faculty on service-learning projects. Some of their work has taken them into homeless shelters throughout the city to collect scientific data on the experiences and needs of our homeless citizens, We also have various activities spearheaded by our employees such as the Financial Aid Department's autumn 1998 book drive and the Multicultural Office's superb work with leading our campuswide participation in Operation Feed in Spring, 1999.

We are all too familiar with the problems that exist in our society. We can contribute to positive social change in a profusion of ways. To us, a good citizenship practice is one that enhances our community, our college, and ourselves.

Community College of Denver, Colorado
Byron McClenney, President

The Service-Learning Program at the Community College of Denver has provided a fundamental educational tool for faculty and students and has developed a significant presence in the community. Recently, CCD has experienced a marked increase in both the number of students participating in Service Learning and an increase in the number of courses offering a service-learning opportunity as part of the curriculum. Faculty outreach to students and a wider diversity of courses offering service-learning has prompted a 70% increase in student involvement in just one year. This rapid enthusiasm for service-learning at CCD has spread to other parts of the region. In December 1998, CCD's Service Learning Coordinator was asked to educate faculty and staff at Western Nebraska Community College on the implementation of service-learning on their campus. The development of a new community placement web site has helped students find opportunities in the community with greater ease. The site is: ht./ccdweb.ccd.cccoes.edu/serv_lrn. Plans for a service-learning newsletter and the implementation of an Advisory Council are currently underway.

Connecticut College
Claire Gaudiani, President

Connecticut College is one of four state-chartered institutions of higher education in Connecticut, along with Yale, Trinity and Wesleyan. As the college has prospered and grown, conversely, the City of New London has faced the consequences of major economic challenges resulting from the decline of military-related activities, heavy manufacturing and other industries.

Vision for Community Engagement
Connecticut College's "Center for Community Challenges," a multi-disciplinary, academic center established in 1996, is based upon the idea that nothing is more important than learning how we can work together within our own communities, and with communities around the world, to address enduring challenges of inequality, injustice, environmental degradation and racial/ethnic conflict.

The Center is dedicated to teaching, research and community collaborations that foster active citizenship and community

leadership in a multicultural democratic society. Its mission is to provide an academic context for the College's community partnerships and to encourage dialogue about pressing community concerns among faculty, staff, students, and community members.

Economic Prosperity and Social Justice
The New London Development Corporation (NLDC) was re-energized in 1997 when Connecticut College President Claire L. Gaudiani became its president. The NLDC's aim is to increase the city's tax base, increase the number of jobs in the city, and enhance the quality of life for all of New London's residents. NLDC was instrumental in securing a decision by Pfizer, Inc. to commit to building its $270 million Global Development Facility in New London. Pfizer's commitment has been leveraged into other projects in New London. Projects under way include a state park at Fort Trumbull (a Civil War era fort adjoining Pfizer), an industrial pier development, downtown housing and retail space projects, and a dynamic new section of the city with a 200-room hotel, marina, health club, conference facility, and residences. The State of Connecticut has committed $60 million so far with a total of over $715 million committed from public and private sources. In December of 1998, the Connecticut College Board of Trustees voted $2.6 million from the College's endowment to be used as working capital.

In response to the economic development activities, Connecticut College has created the New London Social Justice Initiative. The broad goal for this initiative is to bring Connecticut College to a new level of engagement with its community leading to transformational changes for both Connecticut College and New London. This transformation yields an improved quality of life for New Londoners and an enhanced educational experience for Connecticut College students.

The philosophy behind the initiative is to ensure that the renaissance , which has started and will take place in New London over the next several years benefits all residents. Economic prosperity is only half of the equation. The other half is social justice, which must go hand in hand with economic prosperity. They are, in fact, two sides of the same coin. The work of the social justice initiative builds on the assets, strengths and experiences of our community to create a level of social transformation to match what is already occurring on the economic side.

A series of new programs in five areas – health and wellness, early childhood development, K-12 education, the arts and public spaces, and economic opportunity -- have been

developed by the faculty in connection with this Initiative and the College's newest strategic plan. These programs will help to lead the transformation of New London and engage students and faculty in exciting elements of New London's emerging renaissance.

Defiance College, Ohio
James Harris, President

Defiance College is committed to service-learning as a philosophy and method of experiential learning. Our students engage in community service that meets community needs while developing their abilities for critical thinking and group problem solving. This experience builds their sense of social responsibility and the skills they need for effective citizenship.

During the fall of 1998, Defiance College participated in Kids' Creation Community Playground. This project constructed a playground for the children of Defiance, and helped build a sense of community. The project cost $200,000. Defiance College faculty, staff and students joined the community in the weeklong build. Through the efforts of 4500 volunteers, the playground was built in six days.

This project gave Defiance College a perfect opportunity to put to work its service-learning philosophy. Students in marketing classes helped with promotions while those in communication classes served on committees and art students helped with murals. Instructors were able to tie course concepts and theories to the work that was being done by Kids' Creation before and during the build. Our students gained an opportunity to see how their coursework relates to service as they enhanced their sense of civic responsibility.

DePaul University, Illinois
John Minogue, President

DePaul University is a Catholic, urban institution, which was founded in 1898 to educate the children of Chicago's large immigrant community, and has had service and citizenship as part of its core values throughout its history. DePaul has taken very seriously its responsibilities as a member of the larger community of Chicago. As it grew, the University included in its mission the education not only of first generation Americans, but also other non-traditional and underserved students and has as one of its goals being an internationally known provider of the highest quality professional education for adult, part-time students. In recent years the University has intensified its efforts at community service through a wide variety of programs that aim to provide solutions to the problems that face Chicago and many other large American cities. Two examples of DePaul's commitment to increasing

citizenship skills and being a good citizen in the community are the formation of the Discover Chicago Program and our Centennial Service Day.

Discover Chicago is designed for incoming freshmen and consists of a week-long immersion program that focuses on Chicago and is taught by faculty from ten departments in the University. Students work in groups of 18 with a faculty member, a student affairs professional and a student mentor. They experience Chicago's neighborhoods and institutions through readings, presentations and discussions, and they continue to meet throughout the term to reflect on their experiences and to complete a major project. Discover Chicago's purpose is to introduce the students to the city, to one another and to the distinctive culture of DePaul and have them give one day during this week for community service. Discover Chicago is a natural lead-in for students to the junior year experiential learning requirement, during which they take a community-based service learning course. Discover Chicago is only one part of a larger Liberal Studies Program that seeks to combine the traditions of the liberal arts with social engagement.

Centennial Service Day was originally designed as the final activity of DePaul's centennial anniversary year. Over fifteen hundred volunteers from the student body, faculty and staff gave one day to community service. Teams went to two Chicago Housing Authority senior citizens complexes and to over 60 Archdiocese of Chicago elementary and high schools to do painting, gardening, general clean-up and other tasks. The response from the University community was so strong and the day so successful that we are planning to make Service Day an annual event in which DePaul University as a whole renews its commitment to serving the community. We hope that over time we can increase the number of our partners and the scope of work we do.

Denison University, Ohio
Dale T. Knobel, President

Denison's Center for Service-Learning has taken very seriously the issue of how university-sponsored service-learning programs can sustain their community contributions on an ongoing basis. Students leave for the summer and other breaks, students graduate, courses end, professors go on sabbatical, but our community partners and clients and their interests and needs remain.

Drawing on the work of Ken Reardon, Professor of Urban Planning at the University of Illinois-Urbana-Champaign, Denison's Center for Service-Learning, under the leadership of Director Dave Ball, has developed what we call

"Place-Based" Service-Learning to address this issue. While we continue to encourage students and faculty to pursue a wide variety of service ideas, we as an institution have made a commitment to two places, or neighborhoods, in Newark, Ohio, where we do most of our service. Year-in, year-out, the Center for Service-Learning seeks to steer and inspire professors and students to connect with community groups and leaders in Newark's East Side and Near North neighborhoods.

While this "place-based" approach has been in practice for little more than one year, it has already proved fruitful. One of our faculty members, Sociology Professor Tammy Lewis, took a one course release to work with her faculty peers to connect them with service-learning projects in the Near North neighborhood. Our Service-Learning Assistant, Carol Whitt, and Art Professor Ron Abram have been included in the initial stages of planning for a community center on the East Side, which will include extensive studio space for drawing and printmaking. Carol Whitt and several professors have been instrumental in the founding of a Teen Center on the East Side, and students in several courses have provided after-school programming at the Center.

All of these efforts have emerged as the result of our commitment to being engaged in an ongoing basis in two specific neighborhoods. Our involvement in various agencies, schools and other sites continues, but our commitment to these two neighborhood partners has helped us to overcome the problems of discontinuity due to the interruptions of the academic calendar. According to Juanita Hess, a Near North community activist, "They've helped us a lot and deserve a lot of credit. They're a smart group and they know what they're doing." (The Columbus Dispatch, May 12, 1999, p. 3B).

East Tennessee State University
Roy S. Nicks, President

East Tennessee State University and its College of Nursing are committed to partnerships with the region's communities that improve the quality of life for our citizens. The mission of the College of Nursing is to "facilitate the health of the community through teaching, scholarship, professional leadership, and innovative practice." One setting in which the College fulfills its mission and demonstrates good citizenship by faculty and students is the Johnson City Downtown Clinic.

The Downtown Clinic started in 1990 as a partnership with the City of Johnson City and the local Salvation Army organization to provide primary health care to the homeless. The clinic was originally housed in one room in the Salvation Army, and had enough funds to be open for primary care visits on two days each week. From the beginning, nursing students were

involved in the care of patients, and outreach efforts at local soup kitchens and in homeless camps. Approximately 1500 primary care visits were provided during that first year of service.

In the intervening years, the Johnson City Downtown Clinic has become an important force in providing care to vulnerable populations, and has only increased its commitment to partnering with local organizations to offer services. Students and faculty across the university are involved in assuring the success of the venture through volunteer projects, clinical placements, preceptored learning experiences, and community activism. Clinic staff serve on the Advisory Boards of the local women's shelter, the Homeless Advisory Committee, and the Washington County Health Council. Graduate and undergraduate students from nursing, medicine, public and allied health, nutrition, social work, and others have benefited from clinical placement in the setting, and have given back to the community through their clinical assignments. Volunteers from the health professions, both those on the ETSU faculty and those in the community, have offered their time and expertise to assure specialty services. Many community agencies and organizations, such as the Johnson City Medical Center, Frontier Mental Health, civic clubs, and churches have joined together with the university and college to offer services and financial support to the clinic.

This year, more than 8,500 primary care visits were provided to homeless and lower income residents of northeast Tennessee. Outreach efforts to migrants, the local public housing authority, soup kitchens, and homeless camps continued. The dedication of ETSU's students, faculty, and staff, in partnership with local citizens, agencies, and organizations, make access to primary health care possible for those who are in need.

Fitchburg State College, Massachusetts
Michael Riccards, President

The Student Activities Office is the home of community service on the Fitchburg State College campus. Cindy Flynn is the Coordinator of Campus Volunteer Efforts and Jeremy Chaussee is our Volunteer Center programmer. This is what we have done on our campus with our student population to empower them to become more involved with the community:

• Our Volunteer Center has been booming with volunteers since its ground breaking in September. We have over 60 non-profit agencies in the Worcester County area registered with us and we have also involved our students with community "matches" through our service learning program.

• We have initiated a wonderful working relationship with the

Mayor's office in Fitchburg. Just a month ago we hosted the first annual Spring Festival with the City of Fitchburg on our campus. Two hundred and seventy-five children, along with parents and friends, hunted for Easter eggs, played games and generally had a wonderful time. Twenty-one student volunteers participated in that event. This was a follow-up to our support of the Mayor's Christmas Parade and the City Halloween Party. Both of these events had 20 student volunteers participate.

• On Saturday, May 1st, Fitchburg State College hosted the Youth Hero's Conference for the state of Massachusetts. In addition to providing a space for the meeting, 5 students from our Leadership College program participated in the event, and our student volunteers provided a van shuttle from the train station to the site.

• The Volunteer Center and the Student Activities Office hosted a Block Party in September where we actually closed a Fitchburg street and played host to non-profit agencies, students, staff, faculty and residents.

• The College has sponsored Manny Lewis, Karen Shatin and Andrea Felix as Massachusetts Campus Compact Interns for the 1998-99 academic year. Jeremy Chaussee, Cindy Flynn and I attended the fall conference at Holy Cross in November.

• President Riccards and the Student Activities Office sponsored two of our students (Andrea Felix and Tara Gauthier) on a conference on volunteerism and community activity that was held at the University of Wisconsin at Madison in October.

• Our office sponsored Mal Coles as one of our Academic Forum speakers at the end of March. He had the opportunity to meet with a number of students and will be participating in our fall Leadership Conference.

• Members of our Association of Builders and Contractors chapter worked on two separate Habitat for Humanity projects this past fall and winter.

• Over 100 students participated in the National Day for Hunger and Homelessness on April 10. The Student Activities Office hosted a barbecue for all those who volunteered their time.

• The Leadership Committee of the College has initiated a new community volunteer award that will be given annually to the student who best exemplifies the spirit of "thinking globally and acting locally." The first recipient will be Andrea Felix.

Florida State University
Talbot D'Alemberte, President

Florida State University has entered into a new phase of assistance with the local school district, Leon County Schools. This new partnership agreement is further evidence of the university's commitment to working with the district to make improvements in its low achieving schools and achieve over-all excellence. This compact also includes neighboring institutions, Tallahassee Community College and Florida A&M University.

For many years FSU, as well as the other institutions of higher education in the area, have worked well with the school district to achieve our mutual agendas. Now for the first time this formal agreement sets forth a "professional development schools network" with the intent of reforming schools, developing exemplary models for teacher and administrator preservice and inservice education, and achieving the highest quality educational results. Through the implementation of this partnership special attention and resources will be focused on the southside schools most of which are in neighborhoods nearby the three campuses and most of which are lower achieving than other schools in the district.

The networked schools will attempt to improve learning results and provide technology access for all students, especially the at-risk students, and the teachers, parents/guardians and community that serve them. In addition, the partnered schools will serve as a laboratory for action research, models of best practices, demonstration sites of effective technology and distance learning connections for the area and state.

The institutions have further agreed to collaborate to secure grant funding for improvements in the schools and to coordinate staffing, operational, fiscal, and program activities to support school and community success in the southside. A steering committee including the presidents of the institutions and the superintendent will guide the work of the partners and will contribute funds to support staff to execute the plan.

Fort Lewis University, Colorado
Joel Jones, President

The Center for Service Learning at Fort Lewis College works to develop symbiotic, non-hierarchical partnerships between the college and the local/regional community in order to develop cross-disciplinary institutes around pressing community needs and problems. The institutes are a means of mobilizing the resources of the college into the community to aid community partners in multifaceted dimensions of community/building/social change and utilizing community

members in the college's efforts to engage students in meaningful, participatory and education experiences based on civic values. Current projects include: America Reads tutoring program; regional coalition on poverty and homelessness; regional behavioral risk study for San Juan Basin Health Department; economic development in Silverton, CO; ethnographic study on migrant families for Colorado Department of Education; project development and curriculum integration for service learning courses in Sociology, Psychology, English, Economics, Chemistry, Writing program and Art.

Franklin Pierce College, New Hampshire
George J. Hagerty, President

Franklin Pierce College has been developing a larger public mission for itself in recent years. This evolution is occurring, in part, because of several new initiatives at the college that foster more active, public-spirited citizenship and that strengthen civic life in New Hampshire communities outside the campus. A few of the most exciting and productive initiatives are highlighted below.

Fostering Deliberative Citizen Politics in New Hampshire Communities
The New Hampshire Center for Civic Life was established in 1999 as a non-profit, non-partisan, state-wide organization housed at Franklin Pierce College, dedicated to understanding and advancing deliberative citizen politics and improving the quality of public life in New Hampshire and beyond. The Center carries out this mission by sponsoring a variety of programs including National Issues Forums Public Policy Institutes and workshops that help community members, educators, and organizational leaders learn skills that would be helpful for convening and moderating community dialogues, called forums. Methods for naming and framing issues in terms suitable for deliberation are also taught at Center workshops. Learning these skills will enable citizens to hold forums on local issues that they themselves frame for discussion.

The Center has two ultimate goals. One goal is to help engage citizens and students in discussing public policy issues in ways that transcend adversarial debate and special interest approaches and, instead, foster greater appreciation for and attention to the common ground upon which citizens can act together to solve their collective problems. It does this by teaching the methods of deliberative dialogue developed by the National Issues Forums and the Kettering Foundation. The other goal is to build civic infrastructure in the region through organizational partnerships animated by the ideals and practices of deliberative democracy. Our work is based on the premise that representative government cannot work well

without the partnership of active citizens in directing, complementing, undergirding and sustaining its efforts.

Rethinking Professional and Institutional Identity
A dialogue group of faculty formed this year and is meeting regularly to rethink the ways they teach and practice citizenship. They are reconsidering the relationship between the "expert" and the public, the teacher and the student, and its underlying presumption that there are those who know and those who don't. The group is also discussing how higher education and the liberal arts might have deeply civic purposes that might be more effectively taught across the curriculum in using experiential techniques. Much of this reflection is being provoked and guided by their experience of engaging with the public not as experts, but as fellow citizens in deliberation aimed at creating "public knowledge" useful for addressing public problems. In addition to their traditional academic scholarship and teaching, these faculty are beginning to see themselves as engaged in more public forms of scholarship – not simply as people who provide expertise or collect information from the public, but as participants in the exchanges by which citizens collectively frame and understand issues and problems.

Integrating Deliberative Dialogue into the General Education Curriculum
This past year one faculty member experimented with including deliberative dialogue in a couple of courses. For example, one course this past spring involved students in learning how to name and frame public issues, write a discussion guidebooklet, and moderate public forums – an effort that culminated in holding a series of four student-created and led forums for the campus at large on "How to improve race and ethnic relations on campus?" Students have written in glowing terms about their experience of learning this approach to citizenship and politics in these courses.

These very successful experiences with deliberation in the classroom have led to a plan by a team of faculty to pilot the integration of deliberative dialogue into several sections of our freshman seminar entitled "Individual and Community." The revision of those experimental sections of the course is currently underway and will be launched in the fall 1999 semester. The plan includes teaching students the National Issues Forums (NIF) approach to moderating public forums as well as some of the theory behind deliberative democracy and the civic purposes of higher education. This will be supplemented with other reading material on diversity (race and ethnicity, gender, class, and sexual orientation) and some college life issues. While learning how to moderate forums,

students will participate in forums in class on issues such as race relations, and the question of "What kind of education do we need after high school?" The culminating project will consist of teams of students leading forums for other freshman classes and members of the broader college community on the issue of controlling alcohol use on campus using the NIF booklet *Alcohol: Controlling the Toxic Spill* as our guide. The faculty teaching these sections will employ a pedagogical approach that alternates back and forth between the experience of deliberative dialogue and reflection on that experience that supplements, deepens, and extends it.

Addressing Issues of Diversity on Campus through Sustained Deliberation

The college is planning to adapt the National Issues Forums deliberative conversations model to address issues of diversity on campus more broadly in the next two years. We presently have a grant application before The William and Flora Hewlett Foundation that outlines this plan and seeks their financial support. The integration of deliberative dialogue into the freshman seminar explained above is part of this larger project. In addition to the freshman deliberative dialogue initiative, we will assemble additional mini-teams of students, faculty, and staff to name and frame three diversity issues, write extensive issue books (that can be used on other college campuses that wish to engage their communities in dialogue on these issues), and hold a series of campus forums on each issue.

Discovering the Public Purposes of Education, Professional, and Personal Life

Beyond the two years of this particular project of using deliberative dialogue to address problems associated with diversity, we expect the practice of deliberation will become much more a part of our campus culture for students, faculty, and staff. This practice will begin to inform our campus interaction and discussion around many other problematic issues. We also expect to continue introducing this approach to civic discourse to our freshmen as a centerpiece of our civic-oriented general education curriculum. Further, as more and more faculty become familiar with this approach and its value, we hope that they integrate it into other courses they teach in the majors.

Experiencing public deliberation often in a variety of campus settings and as integrated into classes taught across the curriculum has the potential of changing the way students think about their liberal arts education and their later work as professionals. They will come to see how the liberal arts can make essential contributions to our abilities as humans to make good use of the life of freedom and to our efforts to make self-government result in good government. They will learn

(along with the faculty and staff) that their expertise is part of a larger citizen process of addressing public problems and not the solution to them. Students will see this as they learn how to engage with the public to create public knowledge that can enhance and guide their professional expertise as well as give new, larger public meanings to their professional and personal lives.

Gateway Community College, Arizona
Phil D. Randolph, President

The Social Responsibilities of Leadership Seminar was developed by the GWCC Service-Learning Committee as a vehicle to foster leadership in our students. The Committee is made up of at least one faculty member from each instructional division and co-chaired by a faculty member and the Director of Community Partnership Programs and is charged with overseeing service-learning projects and activities on our campus.

The seminar, which is conducted each spring semester, is an all campus event. Faculty are asked to nominate students from their divisions. Students, usually 50-60 in number, are then invited to participate in a one-day seminar focusing on the characteristics and types of leadership, the responsibilities of leadership, and the ethics of leadership as related to citizenship. As a follow-up activity, participating students (with guidance from their nominating faculty) develop and carry out a service-learning project. Ideally, they will recruit additional students from their discipline to join them in the activity. Students are permitted to expand an already existing service-learning activity. Students must also participate in at least one interdisciplinary reflection session.

Hunter College, New York
David Caputo, President

Established in 1982, the Public Service Scholar Program introduces up to 24 Hunter College students each year to careers in public service. Participants are selected each spring for the coming academic year. Selection is competitive – based on interest, academic achievement, experience, communications skills, and maturity. Women and minorities, who traditionally have been under-represented in public policy-making positions, are especially encouraged to apply.

The program combines a year-long internship of twenty hours a week in a public or non-profit agency with two seminars on issues important to the future of New York City. Special events such as tours, guest lectures, and career workshops enhance the program.

Over the year, Scholars gain:

• Firsthand experience of the institutional, economic and political forces that shape public policy.

• An opportunity to work directly with public servants on issues that confront them daily.

• A generous stipend.

• Eighteen credits in Urban Studies.

• A mentor from the Hunter College Alumni Association who has similar career and/or personal interests.

• A competitive edge in seeking public service careers or admission to graduate school.

With the program director, scholars review job descriptions provided by agencies, selecting several at which to interview. Internships are matched as closely as possible with students' interests and skills.

Scholars take on specific projects, conduct research and analysis, attend staff meetings, and become involved in the functions of their agencies.

Public Service Scholars also participate in two weekly seminars each semester:

• An in-Service Seminar which encompasses the work in the internship and provides an introduction to skills that promote a successful internship.

• Seminar on the City which focuses on the problems of New York City and possible solutions.

Internship placements are available in over 200 public and non-profit agencies and offices of elected officials.

Indiana University of Pennsylvania
Lawrence K. Pettit, President

The CultureLinks Program at Indiana University of Pennsylvania is a service learning option for enrolled international students. CultureLinks is sponsored by the Office of Service Leadership in the Department of Student Activities and Organizations in collaboration with the Office of International Affairs.

CultureLinks empowers international students to lead culture-specific presentations and discussions to area K-12

pupils and other groups sponsored by Indiana County human service agencies. Through these presentations and discussions, and their direct interaction with the international students, pupils receive a heightened awareness and gain an appreciation of our global society and their future role as citizens in shaping it. In addition to the culture-specific presentations, special school and campus celebrations, such as Global Village Days, International Day, Unity Day, and Cultural Heritage Days, bring together many of the international students in a multicultural festival setting. International students participating in the CultureLinks Program also volunteer in other capacities, including: visiting dependent care facilities; assisting with blood drives; supporting the English As A Second Language Program, and; mentoring IUP K-6 University School pupils.

Through their participation, IUP international students participating in the
CultureLinks Program are given the opportunity to contribute to the community in which they currently are residing. They gain practical knowledge about the United States and our domestic culture while gaining satisfaction and pride in their particular cultural heritage and history.

Johnson & Wales University, Rhode Island
John J. Bowen, President

The Culinary and Hospitality Practicum Program at Johnson & Wales University (JWU) is a creative outgrowth of JWU's focus on experiential education and its commitment to the Providence community. The students, who will be leaders in hotels and restaurants nationwide, gain "real world" experience by not only working at various food service and hotel sites, but also by preparing and serving meals at local soup kitchens and shelters. This creative partnership, which links JWU's extensive culinary and hospitality resources with local non-profits that are addressing issues of hunger and poverty, provides a "hands-on" introduction to community needs and service opportunities for the students as well as 4,500 meals a week for local agencies. For many students, the week is the first time they have thought about issues of economic disparity or have interacted with people in need. By participating in this week of service, the students not only continue learning about food preparation, nutrition, sanitation, purchasing and management, but also gain experience in the possible uses of salvaged food, the need for efficient food distribution and the cost of food waste in the community.

For the six participating non-profits (The Rhode Island Community Food Bank, Amos House, Travelers Aid Society of Rhode Island, McAuley House, St. Charles' Soup Kitchen, Urban League of Rhode Island), the benefits go beyond meals

prepared and served. The JWU Management Development Program Education Coordinators, graduate students with both culinary and education backgrounds, supervise the Practicum students and help educate them about each agency's mission and challenges. They also often provide culinary demonstrations for economically disadvantaged clients and help agency personnel learn good management practices, current sanitation procedures and more efficient food preparation techniques.

La Sierra University, California
Lawrence T. Geraty, President

The Arlanza/La Sierra Community Collaborative (ALSCC) is submitting this letter as a response to "Sharing a best practice on good citizenship."

While the Arlanza/La Sierra Community Collaborative (ALSCC) functions to enhance the education for the youth within the community, it also models La Sierra University's role in creating good community through community service. The Collaborative seeks to reach its mission through two programs: the Tutoring Program and the Mentoring Program. These programs provide twofold benefits for every participant – those rendering service and those receiving services. A description of the aim of each program will illustrate their effectiveness as a practice for good citizenship.

The Tutoring Program utilizes the volunteer services of the University's student body to act as Reading and Math tutors for K-6 grade pupils in the Alvord Unified School District. While realizing the nation's need for quality teachers, the Tutoring Program provides an opportunity for University students to explore teaching as a career goal. As a result of the tutoring experience, several tutors express a new or increased desire to enter the teaching profession. They also state benefits of acquiring effective teaching skills, gaining leadership confidence and making a difference in the lives of others. While disadvantaged students receive this additional learning opportunity, they also gain self-esteem, enthusiasm for learning, hope for a better future and a positive perception of La Sierra University.

The Mentoring Program is providing an equally beneficial experience for its participants. This program places high school students in a one-to-one mentoring relationship working with a University professor. This employment opportunity allows them to explore their interests in a chosen career field. The mentoring experience teaches them how to operate in a professional work environment. In addition to learning new skills, these students testify about other benefits – increased self-esteem, motivation toward higher education and a positive

perception of the La Sierra University's educational experience. The University professors make these benefits a reality through their dedicated volunteer service. While the professors appreciate the assistance they receive from these students, they welcome the chance to make a difference in the lives of our youth.

The Tutoring and Mentoring programs twofold ability to benefit every participant makes the Arlanza/La Sierra Community Collaborative a perfect example of "best practices."

LDS Business College, Utah
Stephen K. Woodhouse, President

Because LDS Business College is owned and operated by The Church of Jesus Christ of Latter-Day Saints, service has been an integral part of the College since its inception in 1886. The College performs several service projects every year, projects such as donating blood to local blood banks, tutoring students at a local elementary school, and many others. However, I would like to highlight two specific practices – one representing a change in student leadership and the other, an annual event that demonstrate our focus on service.

Vice President of Service
In 1997, the College decided to create two new positions on the Student Council, increasing the number of student council members from three to five. One of the new positions created was the Vice President of Service. Prior to this change, the Vice President of Activities oversaw the service projects as part of his/her other responsibilities.

By having a student council member to focus on service, the students have had the opportunity to participate in a greater number and a greater variety of service projects throughout the academic year. This past academic year, students participated in a least one major service-oriented project per month, along with many other smaller-scale projects. The Vice President of Service position has been a valuable addition to the College.

Service Learning Day
Service Learning Day is an annual event where all daytime classes are canceled and students are encouraged to get involved in service to the community. Even though there are recreational activities held as part of SLD, the main activities are service oriented. Students are divided into several groups and are assigned specific, pre-arranged service projects. This year, projects included cleaning a local Ronald McDonald House, making packets containing school supplies for children in third-world countries, preparing and serving lunch at a soup kitchen, and reorganizing a thrift store for low-income families.

Students enjoy themselves and come away from the activities with a greater desire to serve.

Although our student body is relatively small (approx. 900), it is comprised of students from around the United States and the world. As a result of the many service-oriented experiences they have at the College, they are more likely to return home after graduation and serve their communities and nations.

Lesley College, Massachusetts
Margaret A. McKenna, President

On Saturday, April 10, 1999, members of the Lesley College community joined forces with residents of the city of Cambridge in a unique endeavor which reflected the College's conviction "that people matter" and that we must nurture the "power of individuals working collaboratively to bring about constructive change." (Lesley College Mission Statement). Building on a long history of Community Service Learning and Professional Development School Partnerships between Lesley College and the Cambridge Public Schools, this year under the auspices of President Margaret A. McKenna – these communities collaborated on a series of projects designed to meet the individual needs of four elementary schools.

Students, teachers, parents, and administrators from the Agassiz, Haggerty, Harrington, and Peabody Schools joined with students, faculty, and staff from Lesley College for a day of service that culminated in a shared meal as well as a special reflective session for all participants.

In the initial planning stages for this day, the schools were asked to engage in a needs assessment that involved school staff, parents, and students to determine a project which met a specific need in the community and, at the same time, engaged students as well as enhanced their learning. These projects were identified as a result of School-Site-Council discussions and joint sessions between Lesley College and Cambridge school representatives, including the student government organizations. The Lesley College Council for Community Service worked with members of the President's Office to facilitate planning of ABC Day over the course of six months.

The specific project of the Agassiz School showcases Lesley College undergraduate students as active, community citizens. This particular Cambridge community project was concerned with homelessness. Over the course of a month, students throughout the school collected cans from neighborhood residents for a citywide food pantry. On April 10th, after the cans had been collected, this group of students also made lunches for the homeless in Harvard Square. Lesley College students who are members of the undergraduate service club

walked with the Agassiz students into the Square, helping with the distribution of food, while sharing in a discussion with the students about the issue of homelessness in our communities.

As Lesley College celebrates its 90th anniversary, the ABC Day is a good example of a campus-wide initiative that clearly indicates the long-standing commitment of the college to the development of active, educated citizens among its students and to the cultivation of collaboration between the College and its surrounding communities.

Macalester College, Minnesota
Michael McPherson, President

Macalester College is making a concentrated, multi-faceted effort to develop long term partnerships with East metro community organizations in order to enhance neighborhood capacity building, strengthen the academic and civic education for students, and deepen the engagement of faculty with local communities. Macalester's action research initiative on the East Side of St. Paul utilizes various college resources including academic teaching and research, off-campus student employment, and a co-curricular student volunteer program that involves nearly half of the student body annually.

What Is Action Research?
Action research involves students, faculty and community members to work collaboratively on research that has been requested by a nonprofit, government or neighborhood organization. A unique characteristic of action research is that the community serves as an active contributor and agent of change by participating in the design, execution, evaluation, and dissemination of academic research. Action research also provides faculty with an opportunity to synthesize their mandate for excellence in teaching, research, and service.

Why Concentrate On the East Side?
The neighborhoods on St. Paul's East Side were selected because of the community's demographics, problems, and opportunities. Of the 30,000 people living on the East Side, one third experience serious poverty, one third are struggling, and one third are solidly in the middle class.
Neighborhood-based organizations face incredible challenges: high mobility of residents; deteriorating housing stock and business infrastructure; and depleting economic resources. Although the community has been economically impaired, the possibilities for financial reinvestment and the capitalization of human resource assets are tremendous.

Action Research at Macalester
Led by the Director of Community Service and by a former St. Paul Mayor who is now a Visiting Professor of Urban Studies,

the initiative works with residents to look at issues such as housing and employment and to identify priorities for future economic development. Faculty and students pursue action research projects as part of Macalester courses or senior honors projects with the expectation that the results will have broader community impact. For instance, an Urban Geography Field Seminar class recently produced an 80-page book on the economic potential of the main business district of the East Side neighborhood; the book is being used by the current mayor to secure funding for the area from the state legislature. To date, faculty and students from Urban Studies, Sociology, Geography, Economics, Political Science, Education and Mathematics departments have participated. Faculty teams focused on the natural sciences and health care issues are developing. The efforts are supported by college funding, a federally funded HUD grant, and a grant from Minnesota Campus Compact and Minnesota Higher Education Services Office through the Corporation for National Service Learn and Serve America Program.

Marian College, Wisconsin
Richard I. Ridenour, President

Mentoring in the City is a volunteer program at Marian College, where college students mentor high school and junior high youth in the center city. Through service projects and fun activities, the youth develop relationships that impact both mentor and protégés in positive, constructive ways. The focus is on leadership, service, spirituality, and friendship.

The Junior High Peace Conference was designed by the Mentoring in the City staff to promote peaceful attitudes and behaviors among young adolescents. The Conference is held in January to honor the birthday and example of Dr. Martin Luther King, Jr. A unique aspect of the Conference is that Marian College volunteer Mentors partner with their high school Protégés to co-facilitate the day's activities.

A team of 10 to 15 junior high students are invited to participate from twelve urban junior high schools. The students are prepared for the Conference with a classroom activity. This activity promotes the same values as the Conference and includes a homework assignment, which is displayed at the Conference.

Individual Conference sessions explore communication, diversity, and peace-keeping skills through cooperative games and group activities. New friendships are formed, and stereotypes of others from different neighborhoods and schools are torn down.

Parents are welcome to attend a parent session during the

Conference to meet and share concerns, for youth and receive helpful information and resources. The parents then join the youth for the conclusion of the day, a prayer service. The youth participate in skits, prayer, in celebration of the lessons learned and friendships made.

To learn more about the junior High Peace Conference and other Mentoring in the City activities, please call Leah M. Ingraham, Ph.D., Director, Office of Mentoring Programs at 317-955-6282. Find further information on our website at "www.mariamedu"; then click on "the college that mentors."

Marietta College, Ohio
Lauren R. Wilson, President

Neighborhood© is a simulation written by staff of the McDonough Center of Marietta College to enhance the leadership theory that is studied in Leadership 101/ 102. Over the course of a weekend, students elect a government for their six-neighborhood town of Rostville and soon discover that a dangerous state facility is to be placed in their midst. How the citizens of each neighborhood and the elected government work out the details of the placement of this facility is the subject of the simulation and its debriefing.

The primary goal of **Neighborhood©** is to help students understand more clearly the role that individuals play in organizing and promoting the values of community. In the process, students learn how to make themselves heard effectively by becoming engaged in the democratic processes of local government. As they enhance their understanding of the nature of community, students will also begin to discover the importance of acknowledging and working with multiple perspectives.

Furthermore, through preparation, playing the game, and appropriate debriefing, students learn the skills needed for effective participation in a democracy: (1)taking an active role in defining community problems and in framing questions from the community perspective; (2)making difficult decisions by mastering the skills of public deliberation, articulating a sense of the common good, and recognizing a shared sense of purpose and direction; (3) creating effective relationships among constituents to achieve mutual purposes; (4) identifying resources; and (5) learning how to work as a team, identifying goals, and resolving interpersonal conflicts.

In his book *On Leadership*, John Gardner argues that leaders are critical to every facet of community life. The obligation of communities is to both nurture and sustain such leaders. Without serving that obligation, communities would reflect the

bias of the few, not the many. Such bias often leads to bipolarization of perspectives; perpetuation of existing power structures; marginality of citizens who are deemed "different" from the mainstream; an increase in the division between those who have and those who have not; and to a feeling of life as victimization and cynicism, of being acted upon rather than being an agent in decision making. In short, a community's failure to nurture and sustain leaders undermines the sense of voluntary association that was at the heart of nineteenth-century America and thus plays into the notion that only experts can solve our problems, which in turn provides us with an excuse to be inactive.

When in 1831 Tocqueville described Americans' habit of 'voluntary associations,' America was an agrarian nation in which communities existed in relative isolation from one another. People participated in their community and local decision making as a matter of course. Today, however, to reap the benefits of democracy without contributing constitutes the norm. **Neighborhood©** provides players with an opportunity to experience involvement.

Communities are no longer relatively isolated from one another as they were in the past. They are connected not only by Interstate highways and a mass transit system, but also by the electronic and print Media that play a pervasive and invasive role in all of our lives. In addition to experiencing community involvement, through playing Neighborhood© students are also given the opportunity to examine the role of the Media, both positive and negative, for effective creation of community as well as a tool for serving the needs of special interests.

Neighborhood© simulates a situation in which a proposed social service that could benefit the community as a whole must be weighed against the negative impact on one of the neighborhoods that comprises that community. The premise of **Neighborhood©** is based on the NIMBY principle (Not In My Back Yard). For a variety of reasons – our self-centeredness; our preference for entertainment rather than for useful information; our desire to maintain and improve our status; our reluctance to become involved unless we believe ourselves to be threatened; and our fear that anyone's gain is potentially our loss – we often stay our involvement in the democratic process until we feel our own interests are threatened by the intrusion of something negative in "our back yard."

We are more than willing to introduce certain social services or industry into a community as long as they do not affect our own neighborhood. When they do impinge upon our neighborhood, we become motivated to enter the democratic process. **Neighborhood©** takes advantage of "NMBY"

behavior to teach the arts of democracy and democratic participation.

At the level of real politics, **Neighborhood©** allows participants the opportunity to become involved in order to protect their individual interests. On a second level, the simulation allows people to see how the harmony of a community can be destroyed as people pursue their own special interests. On a third level, the simulation allows people to see beyond themselves and recognize how an entire city might come together to resolve conflicts of individual interests. In other words, **Neighborhood©** teaches the skills of democratic participation and appreciation for other people and the concept of the common good.

Mesa Community College, Arizona
Larry Christiansen, President

On behalf of Dr. Larry Christiansen, this paper summarizes some best practices that are being employed at Mesa Community College (MCC) to enhance civic responsibility. The best practices listed below will be grouped according to the categories from the Compact document, "Establishing Benchmarks for the Engaged Campus."

> Establishment of democratic, collaborative partnerships that address social and economic issues defined by the college or university and the community together, with common goals and agendas, to create solutions that are developed together and are meaningful to both, and that provide widespread opportunities for community involvement

• Creation of CPPS in 1992, to promote service learning, community partnerships and public policy issues which impact the college.

• Creation of Campus Compact National Center for Community Colleges in 1991, to offer technical assistance on community service nationwide to community colleges.

• Creation of East Valley Think Tank in 1990, to bring together all the public educational institutions, k-16, serving the region. This is staffed through the CPPS at MCC.

• Creation of the Community Roundtable in 1993, which links the main institutions of Mesa in common collaboration: city, school district, community college, United Way, Chamber of Commerce and university.

• The main collaborative focus of the Roundtable has been a

broad initiative, Building a Healthier Mesa, which links teams and neighborhoods in collaboration on common concerns.

• Community forums are convened through the Roundtable on issues of concern to the community.

• Examples of broad-based partnerships which fall under this benchmark include: Connector Program (see CPPS attachment); Educational Development Training Center (see CPPS attachment); Mesa Partnership for Tobacco Free Youth (see CPPS attachment); the Rose Garden, a community collaborative to enhance the campus environment; and the Dwight Patterson Sports Academy, a new initiative to create certificate and degree programs for the Sports industry and endow scholarships in honor of the college's most visionary community partner.

> Alignment of a range of intellectual, physical and economic resources of the college toward meeting community needs by identifying community assets, highlighting academic strengths and capacities, and coordinating the community based work of faculty, students and community.

• Survey done by CPPS of Mesa United Way contributors to identify issues of concern to the community.

• Strategic conversation held at MCC to look at strategic goal of community service. The result was a recasting of this goal as **civic responsibility**.

• CPPS and Student Activities collaborate to place faculty, students and staff in community volunteerism and service learning placements.

• CPPS also offers AmeriCorps, College Bound, and America Reads programs for service learning students.

> Strong leadership and sustained commitment from president and chief academic officers aimed at civic education through service learning and community centered education that values community work as central to the educational enterprise.

• Creation of the Neighborhood College, an arm of the Community Education program, which focuses on courses and skills needed by neighborhoods interested in getting organized.

• Commitment by president seen in establishment and ongoing funding of both the CPPS and the Campus Compact National Center for Community Colleges at MCC.

Courses employing a reflective teaching methodology to connect community and public service experience with academic study.

• CPPS offers service learning placements, which are credit-bearing and transferable, which include interaction with faculty advisor, participation in reflective sessions, and creation of reflective journal.

• CPPS' Office of Service Learning is headed by a faculty member, who reports to the Dean of Instruction.

• CPPS engages Public Policy Associates to assist college in analyzing the policy implications of issues important to the college.

Faculty and students are provided the institutional structures, such as a community service center/office, that allow them to take advantage of the most promising opportunities for addressing community needs.

• CPPS was established in 1992.

• Student Activities office has Volunteerism office, which provides students with ad hoc service experiences, such as Into the Streets, now held two times a year

• These two offices are located adjacent to each other, showing collaboration between divisions of Instruction and Student Services, to create a "one stop shop" for community service.

Faculty and students are provided with opportunities to participate in research and curricular programs in collaboration with community partners and with colleagues from a variety of disciplines.

• Partners with Arizona State University in "2+4 Service on Common Ground," linking MCC and ASU in joint community action research into homeless and welfare

• Connector program was designed through a community partnership linking multiple academic disciplines with experts from the community; training for Connector participants delivered by interdisciplinary team.

• Sports Academy being developed through interdisciplinary partnership with community leaders and various academic and occupational departments.

Institutional policies that address faculty roles and

rewards with regard to engaged teaching, engaged scholarship and professional service.

• CPPS faculty advisors for service learning students receive increased compensation for their supervision.

• Center for Teaching and Learning offers assistance to faculty in shaping new curriculum, frequently in response to community needs.

• CPPS offers faculty the opportunity to engage in structured community partnerships. All CPPS partnership programs (see attachment) are headed by full time faculty.

Programs and courses that are evaluated for the impact of service learning on the institution, faculty, students and community.

• Plan for assessing student outcomes includes assessment of service learning.

• Community partnership programs and grant-funded initiatives in CPPS are all rigorously evaluated for outcomes effectiveness.

Metropolitan State University, Minnesota
Dennis N. Nielson, President

Metropolitan State University, founded in 1971 to provide alternative educational opportunities for working adults, has evolved into a comprehensive urban university serving 9,000 residents of the Twin Cities metropolitan area. In 1992, the university acquired its first campus and its first "neighborhood" when it occupied the facilities of an abandoned hospital in the Dayton's Bluff community on the East Side of St. Paul. In the years since, the university has worked closely with neighborhood organizations and agencies to build multi-dimensional partnerships based on mutual interests and shared values. These university-community partnerships involve faculty, staff, and students from every college and administrative unit, and encompass programs in such diverse areas as affordable housing and community economic development, neighborhood based crime prevention and dispute resolution, health care, urban education, community arts, and social services. Taken as a whole, these partnerships have been designed with three overarching goals in mind:

1) strengthen the capacity of residents to build and maintain a strong urban environment;

2) provide community based learning opportunities for students;

3) develop the capacity of the university to serve as an institutional resource in partnership with the community.

• Created an extensive partnership with Dayton's Bluff Elementary School that combines services-learning and curriculum enrichment programs (e.g. the America Reads program, Family Literacy, Peer Mediation, Philosophy for Children, Environmental Education, and College for Kids—an on-campus college awareness program) with social service, parent education, and affordable housing initiates focused on involving low income parents in addressing issues of concern to themselves and their families.

• Co-organized a comprehensive planning process to identify priority development projects for the community with an emphasis on creating more affordable housing and neighborhood businesses, and enhancing the physical and natural environment of the neighborhood.

• Conducted ongoing community based research projects, both individually and in cooperation with other area colleges and universities, including a major study of the neighborhood economy; a community capacity inventory featuring interviews with over 100 community residents on contributions they have – or could – make to the neighborhood; an inventory of "problem properties" and a "tool box" of strategies residents can use to convert these properties into neighborhood assets; and a multi-year study on issues and opportunities for members of newly emerging Asian-American, Latino, America Indian, and African American communities in Dayton's Bluff and St. Paul's East Side more generally.

• Established a campus based community health clinic operated by the university's school of nursing to provide both on site and outreach health services and practicum placement opportunities for nursing students.

• Created both practicums and community service field placements in the Dayton's Bluff community for students in the social work, community violence prevention, law enforcement and criminal justice, teacher preparation and accounting programs.

• Adopted an institutional "shared use" approach that includes the creation of a joint community-university library, and the establishment of a community job resource center on university property. Having received approval (and initial funding) from the state legislature, the library will be one of the country's first joint university-community libraries. The job resource center is operated by a community non-profit, with support from the

university's career placement director and student interns. It focuses on supporting public assistance recipients in the transition from welfare to work.

Miami-Dade Community College, Florida
Eduardo H. Padron, President

Overview: The College's Center for Community Involvement plays a key leadership role in the county-wide response to the Department of Education's *America Reads Challenge*. What makes this such a unique partnership that fosters civic responsibility and civic literacy is the following.

• The partnership involves the Miami-Dade County Public Schools, the University of Miami, Barry University, Florida Memorial University, Florida International University and Miami-Dade Community College. This partnership of K-12 public schools along with private and public higher education institutions is unique in the country. Under the leadership of M-DCC these institutions jointly provide nearly 175 federal work study students to serve as one-on-one tutors at 34 elementary schools and six after-school programs. Together, the tutors provide individual assistance to nearly 2,000 first-grade students every week, and this requires significant energy and resources to assure that FWS students receive appropriate training and support. Also, the coordination of the placement of these student-tutors is a positive example of dedication to collaborative use of institutional resources to maximize the benefits for the community.

• The partnership also includes a comprehensive training program for the tutors that addresses the development of essential tutoring skills as well as specific sessions to emphasize civic responsibility and the importance of individual commitment to community good. These training and support activities occur on an continuous basis throughout the semester.

• An additional feature of the partnership is a separate series of training events for teachers, teachers' aides and others who desire to help children learn to read better. This is a jointly developed training program called "Buddy Reading" and it provides basic skills for individual volunteers. It also serves as a means to involve volunteers from the community at-large as well as from within each of the partner-institutions.

• Finally, this partnership provides a way for us to introduce our students to the importance of corporate citizenship responsibilities. In other words, we model for them how the different sectors of a community must work together for the strength of the community; that through the combined efforts of our different colleges, we can do far more than any one

individual school in assisting our community. We believe that it is essential our students understand that higher education has a common commitment to enhance the learning of children in the K-12 system.

Millikin University, Illinois
Thomas F. Flynn, President

Millikin University's 1994 strategic plan included as one of four priority initiatives the goal of building external "bridges," especially to the local Decatur and Central Illinois communities. In the past five years, a range of mutually beneficial partnerships have been developed to supplement the University's long established role as a cultural and fine arts center and the traditional leadership efforts by the President, local trustees, and faculty and staff. In addition to establishing Millikin as a civic leader, these varied partnerships have frequently provided valuable opportunities for students to learn, practice, and reflect on the responsibilities of citizenship.

Among these partnerships have been a $6 million recreation center, built jointly with and operated by the local Park District on University land; a 525-bed luxury student apartment complex, built and operated by a private developer also on University land; a new entrepreneurial organization, the Millikin Institute, which sponsors corporate, professional, and youth programs; the "Building New Bridges" program, sponsored with the local community college and supported by the Illinois Board of Higher Education, which immerses minority students in an intense summer academic and mentoring program aimed at increasing four-year college graduation rates; a joint city-neighborhood-university redevelopment effort of the Near Westside, currently being expanded into a broader urban renewal project; and a new comprehensive service-learning program.

Launched in 1995 with initial funding from the Council of Independent Colleges, the Center for Service Learning is staffed by two full-time staff and the sixteen service scholars, students selected both for their high school service record and their four-year commitment to leadership at Millikin. Under the new Millikin Program of Student Learning, all incoming students and their faculty and student mentors participate in the Annual Day of Caring out in the community as part of orientation. Over 600 students spend the day at such places as the Children's Museum, the Zoo, the County Health Department, the United Way, the Decatur Memorial Hospital, the shelter for battered women and their children, and the Easter Seals pathways to independence facility. Some students continue their service commitment during the year by returning to the facility/agency they visited during First Week.

While many students develop their own personal service project as a result of their initial experience, all sections of the two University Seminars—taught in the freshman and senior years—incorporate a service project and related reflection components appropriate to the seminar's topic. Elementary school mentoring and literacy projects are especially popular. Many departments include service projects in courses required for their majors. Co-curricular activities such as the increasingly popular Alternative Break Program provide opportunities for sustained or intensive work in a community, whether in the Dominican Republic, areas of need in the United States, or local community organizations. Because of Millikin's century-long, mission-based commitment to experiential education and the integration of theory and practice, many service projects involve the application of discipline-based knowledge and skills. (Choir students and faculty, for example, have both sung and taught in schools and communities in Santo Domingo and the countryside.)

At their best, service-learning experiences at Millikin are beneficial for both the community and for the students. For many local community organizations, students augment service delivery, meet crucial human needs that might otherwise go unmet, and provide a basis for future citizen support. For students, community service affords an opportunity to enrich and apply classroom knowledge, explore one's vocational direction, develop civic and cultural literacy, improve citizenship, develop one's own style of learning, establish job links, and foster a concern for social problems, which leads to a sense of social responsibility.

Minneapolis Community and Technical College, Minnesota

Phillip Davis, President

Minneapolis Community and Technical College has engaged in a number of exciting service learning projects. One recent project placed ESL and speech communications students in the Hennepin County Volunteer Services Office. The goal of the project was to give the students a first-hand opportunity to deliver government services while educating county workers in the culture of new immigrant populations.

All of the students who participated in the six-month project were refugees who had completed basic ESL classes and had relatively good English-language skills. The students were required to provide a minimum of eight hours of service per month by assisting county social service workers with a variety of tasks, including:

• Interviewing new applicants to the county social service system;

• Reviewing applications and assisting new clients to complete applications;

• Directing clients to the appropriate county office or staff person;

• Assisting clients to access county information;

• Speaking to county employees about the culture, family dynamics and health/medical worldview of the student's country of origin;

• Speaking to community groups about services available through the county;

• Speaking to residents about county programs and various educational programs available to them.

The county's social services agencies benefited by having refugees from a number of different countries working with them. Hennepin County is experiencing a dramatic growth in the number of refugees seeking services. Through their interaction with our students, the county workers were able to gain insight into the culture, values and traditions of these new clients. The students, through interaction with the county staff and their clients, learned different speech patterns, intonation and slang and significantly improved their language skills.

At the end of the project, and as the final requirement for the speech class, students were required to give a speech about their experience. Staff and supervisors from Hennepin County attended, as did faculty and administrators from the college.

Montana State University-Northern
William Daehling, Chancellor

Montana State University-Northern Campus Compact and AmericCorps/America
Reads organizations have been hard at work preparing and implementing an after school reading tutoring program for Havre's children in first through third grades. The program is entitled "The After School Adventure Program (ASAP)." We have six university students being paid as team members whose jobs are tutoring the children and assisting the team leader in planning and organizing the curriculum. Two other university students are being paid to find community and university student volunteers to read one-on-one with the elementary children.

This year, the program was held to allow three tutoring sessions, totally sixteen weeks of tutoring. There were forty-six

different students tutored. Twenty-five different community and university volunteers were recruited. ASAP has opened up service opportunities for the teacher education majors on Northern's campus. The community's response has been overwhelmingly positive as measured by the thank-you notes, phone calls, and comments throughout the community. The program is in its second year and still evolving. Additional volunteers will be recruited and trained next year as the program is promoted through on and off campus activities. The university students who have been involved with ASAP have learned a great deal about volunteerism and its role in community life. Both the volunteers and paid helpers have spent countless hours developing materials and working with one another to strengthen their skills, resulting in, of course, improved learning for the students in elementary school, grades 1–3.

Montclair State University, New Jersey
Susan A. Cole, President

In Montclair, New Jersey, a setting of diverse people and resources, it has become evident that the success of the community depends upon the shared commitment of its stakeholders. When the Township began a process of creating a "networked community," it quickly became clear that the chief obstacle was the inability of all citizens to have equal access to computer technology.

In an effort to resolve this dilemma, a member of the Montclair State University faculty joined with the University's Service-Learning Coordinator and a representative of the United Way of North Essex to explore ways in which a collaboration between the University and community stakeholders could be established to provide the necessary access.

During the first phase of the project, university service-learning students, together with community representatives, formed a task force and developed a business plan for a computer recycling program. The plan was to solicit used computers from area businesses, refurbish them, set up learning centers in which children and care givers would learn the technology and, ultimately, deliver them to the homes of families who, otherwise, would not have that access.

The University's Service-Learning Program has provided the coordination to establish computer learning and recycling programs at Day Nurseries, Frog Hollow Day Care Center, the Unitarian Church of Montclair (an after school program) and the Montclair State University Child Care Center. Students majoring in Management Information Systems, in conjunction with the director of each of these service agencies planned,

built and put into operation these four centers. Private citizens are providing the ongoing operation and maintenance of the sites.

These sites will be used for computer-assisted education of children ages 2 - 12. In addition, the sites will be used for computer literacy training of students and adults in the Montclair community. When a learner has demonstrated an ability to responsibly use a computer, the United Way of North Essex will provide a free computer for the student to take home. The computers are being donated by individuals and businesses in the community and refurbished by Montclair State service-learning students. Montclair State University service-learning students and local residents will provide ongoing free "help desk" support.

Morris Brown College, Georgia
Dolores Cross, President

Over the years, Morris Brown College has supported many projects throughout the Greater Atlanta community through various community service projects and through service learning. These projects, coordinated under the umbrella of the Center for a Global Workforce and Community Service, have involved Morris Brown students, faculty and staff. One of our projects is Life Line: Teen Empowerment through Tutoring, Mentoring and Counseling. The project is run in coordination with a local teen center and involves students from the Criminal Justice and Social Science Department.

During the academic year, Morris Brown students provided tutorial, mentoring and counseling services for the Harland Teen Center. Male students from Morris Brown provided tutoring and counseling for the male participants in Harland's after school program and also engaged the young men in conversations about academic success, career objectives and the importance of matriculating to college as a means of becoming self-sustaining adults.

Women students from Morris Brown were involved in the Teen Center's Smart Girls project. The ultimate objective of this project is for girls to develop healthy attitudes and lifestyles. To accomplish this, the program addresses health and social issues that are specific to young women. Smart Girls is designed to prepare girls, ages 10-15, to make positive decisions at this critical stage in their physical, cognitive, emotional and social development.

Both of these components of the Life Line project focus on the importance of developing strong mentoring relationships with young people at an early age to make a difference for them in their life decisions while they are pre-teen.

Although the Smart Girls project and the male mentoring component are important pieces of the Life Line initiative, other aspects have contributed to the overall success of the project. Specifically, the project has contributed to interdepartmental collegiality at Morris Brown and has instilled in Morris Brown students the value of teamwork. Our students have been provided an opportunity to hone and develop skills that are necessary for working with young people who have demonstrated a need for personal and intellectual nurturing.

Finally, the project has made an extremely important contribution to Morris Brown College's effort to forge stronger community ties. The facilitators have gotten to know some of the community leaders associated with the teen center and they have developed a stronger mentor relationship with Morris Brown students.

Mount Holyoke College, Massachusetts
Joanne V. Creighton, President

Education for citizenship has always been a cornerstone of the Liberal Arts Education at Mount Holyoke College. We believe that institutions of Higher Learning have a particular responsibility in responding to society's major challenges, through their teachings and their own actions. The challenges of the 21st century demand that we reverse the widespread feelings of apathy, impotence, and cynicism towards public and civic life and that we build a common understanding of the pressing problems of our times and of possibilities for solving them. To that effect, Mount Holyoke College founded the Center for Leadership and Public Interest Advocacy and the Speaking, Arguing, and Writing Program two years ago which have merged into the Weissman Center for Leadership.

The Weissman Center for Leadership supports and initiates educational activities across the curricular and co-curricular life of the College that advance women's ability and willingness to become effective agents of change for a better world. It concentrates its activities in three areas: advancing students' understanding of important issues of public concern and the possibilities for positive change, promoting students' ability to apply theory to concrete problems in the community, and enhancing students' analytical skills and potential for citizenship through speaking, arguing, and writing.

The Speaking, Arguing, and Writing Program, under the auspices of the Weissman Center, provides support for the development of speaking and writing-intensive courses across the curriculum, ranging from history to biology to economics. In these courses, professors work to give students the critical thinking skills that they need to understand controversial

issues, and to evaluate in depth their own views and the views of others. The courses foster the speaking and writing skills students need in order to express their views with control and assurance; they teach the critical evaluation of evidence and of inference, the search for missing premises and false dichotomies, and the anticipation of contrary views. By cultivating these critical intellectual skills, they foster a self-assurance and assertiveness that is founded on intellectual substance, and that will support leadership in civic discourse.

Nazareth College, New York
Robert A. Miller, President

It was difficult for me to choose just one example of a program which educates students to be active citizens and which shows how our campus demonstrates good citizenship in the Rochester, New York community. Nazareth College has a strong heritage of community service and service learning, and many innovative and exemplary programs developed over the last 10 years have earned awards and, I believe, put us on the cutting edge for an institution of our size.

The program I have selected as Nazareth's best practice on good citizenship is the Learning Styles and Strategies Specialist program. This is truly an exemplary model of service learning developed by faculty in our Education department. The new program, now in its second year, is an inclusive dual certification program that is site-based. Unlike conventional college coursework, Nazareth faculty now teach junior-year Education courses on site in public schools in Monroe, Ontario and Wayne counties. These faculty members also volunteer their time to assist teachers and students in the site schools.

Each semester approximately 75 Nazareth students who plan to become teachers devote a minimum of four hours a week to serve in the schools in which their courses take place. This is not classroom observation time or student teaching; rather, it is direct service offered by aspiring teachers to practicing teachers and their students. For example: Nazareth students may provide instructional support to small groups of children or individuals; develop materials that teachers may use in reading instruction; and help prepare students for end-of-year testing. In all contexts, the Nazareth students provide attention to children that might not be available to them in large class settings. This year students in the Learning Styles and Strategies Specialist Program provided service in 30 public schools, contributing in total more than 20,200 hours of service.

Students learn about education, children, and teaching in a variety of ways. Aspiring teachers in our inclusive teacher education program are learning the complexities of teaching

children with diverse learning needs. The service the Nazareth students provide is making a difference in the lives of children by supporting their achievement and increasing opportunities for their academic success.

Perhaps the value of this program is best expressed in the words of the principal at a participating elementary school:

I have seen first-hand the benefits of the service this program provides to young children . [The Nazareth students'] participation in 13 classrooms is directly tied to increased student achievement, and thus is a significant community service for our learning community . The students in the Nazareth program are learning the complex role of teacher, while modeling good citizenship for our students. They often spend more time in classrooms than is expected of them, and are aware of the important role they play in the lives of young learners. The program is a model of school/community partnership, and deserves to be honored for its focus on community service as an integral component of higher education.

Northampton Community College, Pennsylvania
Robert J. Kopecek, President

Northampton Community College students are working through their student organizations to make a difference for people --- all people --- through a variety of humanitarian efforts, both locally and on a worldwide scale.

TEAM Act 101 is a group comprising students enrolled in NCC's Project AWARE/Act 101 program. The goal of the program is to provide students from varied backgrounds with counseling, cultural enrichment, and student leadership development. In return, the students work together to help people in need.

Last year, the group raised more than $3,000 to buy medical supplies for residents of Comarca El Canon, a remote area of Managua, Nicaragua. Rather than simply sending the money, the group wanted to "let the people know we care." Then-president of the student organization, Steve Rivera, personally delivered the funds to Nicaragua and spent a week working with Nicaraguan students and doctors at a medical clinic set up by a volunteer team of students and faculty from Northampton Community College.

Rivera describes the deplorable conditions of the residents of the area, and says "the ultimate goal is to enable the people to become self-sufficient." The money raised by TEAM Act 101 was used to vaccinate children at risk for malaria and other parasitic diseases, ensuring the next generation has a chance to

move toward self-sufficiency.

This year, TEAM Act 101 organized and completed a successful Carnation and Sweetheart Drive, the proceeds of which were sent to victims of the recent earthquakes in Colombia. This past October, students ran a clothing and money drive for the Caribbean victims of Hurricanes Georges and Mitch. In recognition of their effort, the Red Cross sent the group an invitation to a private reception scheduled for June 10, 1999. Jose Aponte, Vice-President of International Services of the American Red Cross, will be present to thank the NCC students for their aid.

TEAM Act 101 has also given back to the College community. Members have assisted with fund-raising to create a scholarship honoring Blanca Smith, a counselor at NCC, who recently retired. All monies the group raised at NCC's recent Family Day Expo event were given directly to the Blanca Smith Scholarship Fund, which aids minority students with financial need.

Nova Southeastern University, Florida
Ovid C. Lewis, President

Nova Southeastern University, near Ft. Lauderdale, took over an abandoned sewer plant that attracted vandals, and then sandblasted every crevice and built a fish farm in it. Nova Professors and students conduct research and work with local residents to raise 50,000 tilapia (a light fish that tastes like trout), but once the farm makes a profit, the community will reap the financial rewards. "You can see the neighborhood improving, because there's civic pride," says oceanographer Bart Baca, center director. (David Marcus, U. News & World Report, May 24, 1999, p. 61.)

Otterbein College, Ohio
Brent De Vore, President

The Linmoor-Otterbein Scholars Program originated as a partnership between
Linmoor Middle School, located in the Columbus neighborhood of South Linden, and Otterbein College during the fall of 1990. The program seeks to enable selected, at-risk Linmoor Middle School students to attend Otterbein. The mentorship program serves youths, most of whom are African-American, who have the ability to attend college, but who, because of social and economic conditions, are not likely to begin college or perhaps without intervention, would not finish high school.

Throughout the course of the program, participating scholars and Otterbein students are paired according to similar interests

to develop their talents both academically and artistically. During the academic year and a week-long summer camp, the scholars meet with professionals from the community, discuss their studies, go on field trips and attend campus events. Scholars are also encouraged to interact with their mentors on a weekly basis to build stronger relationships.

In one academic session, scholars designed model hang gliders, worked through problem solving exercises and researched and wrote about prominent men and women whose accomplishments changed our lives. Other sessions have focused on proficiency test tutoring and homework assignments as needed.

Throughout the scholars' journey, the Otterbein mentors also share their own academic experiences with the students as a way to guide them toward success and to answer their questions about college life. Upon graduation from high school, the Linmoor-Otterbein scholars who maintain solid grades in college preparatory courses are encouraged to enroll at Otterbein. The scholars are provided with grants and scholarships for tuition not covered by federal financial aid. Students are only responsible for costs associated with room, board and various lab fees. In its earliest stages, the program committee selected twelve South Linden seventh graders annually and prepared them for college over the next several years. During a five-year time span, more than 65 students were served. In 1996, the first group of scholars entered college.

Today, the Linmoor-Otterbein Scholars Program focuses on building mentoring relationships with students beginning in the tenth grade from area high schools. Thirteen Otterbein mentors currently work with 27 students from the Columbus Public Schools District and one from Pickerington City Schools. A total of six high schools are represented in the program.

Pace University, New York
Patricia Ewers, President

Pace University, with its multiple campuses, has emphasized the development of leadership and citizenship. The leadership challenge at Pace University in New York City stems from a student population that is largely urban, commuter-based, and career driven. Three years ago, a group of civic-minded students collaborated with the Student Life Staff to explore better ways to broaden student participation in activities that promote several core values of the institution: diversity, technology, globalism, wellness, and citizenship. In several "think-force" meetings, the students developed an incentive system that gave points to student organizations who aligned their organizations' goals to these values. The program has

evolved into "Pace rewards: A community development program." This year, 31 out of 60 active student organizations chose to participate. The rewards are incentives to entice the students into programs that they may not otherwise consider. Once involved, the students become their own best advocates of responsible participation in their community. The empowering effect has been dramatic.

On our Westchester campuses students are consistently developing leadership and citizenship skills through a broad array of volunteer and community service activities. A recent example is the Hudson River Marine Sanitation Act, which is an initiative to develop legislation for consideration by the New York State Legislature. Working in partnership with the Hudson River Keeper, students in a political science class in the Dyson College of Arts and Sciences have formed the Hudson Environmental Legislation Project (H.E.L.P.). The proposed bill would require marinas on the Hudson River to install pump-out facilities thus meeting federal requirements for the River to be declared a No Discharge Zone. The class has expressed the desire to be the lead sponsor and is recruiting the support of local State Assembly and Senate representatives including the Chair of the New York State Assembly Committee on Environmental Protection and New York State Governor George Pataki.

Pacific University, Oregon
Faith Gabelnick, President

A strong example of an initiative at Pacific University that both teaches citizenship skills to students and enables the University to be a citizen in the community is our multi-faceted partnership with the Forest Grove School District. This school district has a very high percentage of students on free and reduced-cost lunch program and a rapidly increasing population of Spanish-speaking students. Limited funding from the State challenges the district to meet student needs and as a result it depends heavily on assistance from the community.

Students from Pacific tutor English as a Second Language students, read to primary grade students through the state-wide SMART (Start Making A Reader Today) program, tutor children in math, and lead after school recreation programs. Pacific students have initiated several after school programs at the nearby upper elementary school. These include French Club, Japanese Club (taught by students from the English Language Institute), and Peace Club (which leads students in activities and discussion on community building and non-violent conflict resolution). The Big Buddy Program pairs Pacific men with young boys for mentoring and needed extra attention.

EACH (Environmental Awareness Cultural Hacienda) gives ESL students a grounding in environmental understanding as preparation for Outdoor School. This project was begun by a Hispanic high school student who later enrolled at Pacific University. The class will be institutionalized as one of the projects in next year's Pacific AmeriCorps program that will place thirteen Pacific students in part-time positions in the schools. Other students in this program will be doing their student teaching in the district's high impact schools.

This work meets a critical need in the community, but also provides students with opportunities to learn life-long citizenship skills. Through service learning classes in Sociology, Anthropology, First Year Seminar, World Languages, Psychology, Peace and Conflict Studies, Education, and reflection sessions through the Humanitarian Center, students process these experiences and make connections to their lives as citizens. They learn to value cultures other than their own, understand the challenges of adequately supporting schools, appreciate the importance of providing assistance to a troubled child, and feel the gratification that a program they initiated and ran is having a meaningful impact in the community.

Portland Community College, Oregon
Dan F. Moriarty, President

At Portland Community College (PCC), service-learning is demonstrated in many different ways. An example is the new effort for integrating service-learning into the Automotive Technology Program (ATP).

Several weeks ago, the ATP's advanced electrical students got involved in service-learning for the first time. In the past, practical experience for students has been limited to work in auto shops throughout the PCC district. However, this time, instructor Leslie Macaulay, who has become quite interested in establishing a service-learning model in her program, decided to try something unique.

Leslie learned that a local senior center was sponsoring a day for electrical and general car inspections for their seniors. She was able to get all of her students to attend and diagnose the senior's cars. Both the seniors and the students thoroughly enjoyed the experience.

The students either wrote a reflective paper or made an oral presentation on their experiences. All enjoyed actually getting to talk with the car owners (something that doesn't happen much in this business as you know if you've ever had your car in for work----seems you never get to speak to the technician who does the actual work!) And they hoped that they will be

able to do more of this type of thing in some of their other automotive classes.

Hopefully this is the start of a service-learning component for the ATP. It certainly will be if these students have anything to say about it.

Pueblo Community College, Colorado
Joe May, President

Service Learning at Pueblo Community College has many different faces. Both academic and vocational classes have included service in the curriculum. Math, English, Respiratory Therapy, Travel and Tourism, Occupational Therapy, Business Management, and Computer Information Systems have all had students doing a wide variety of service in the community. Students have volunteered with nursing homes, ambulance companies, social services, police departments, museums, and chambers of commerce. We also have an AmeriCorps group here on campus involved in the CALI literature initiative. They have spent this academic year tutoring in elementary schools, working with the Boys and Girls Club, doing tutoring training and participating in various special projects such as National Dr. Seuss Day. As homebase for the Southern Colorado Regional Action Team, we will also be hosting the Award Ceremony to honor all the students in Pueblo and Fremont County who have contributed service hours to the community. Our spring newsletter will feature student articles highlighting their service experiences.

Ramapo College, New Jersey
Robert A. Scott, President

Ramapo College's nearly eight-year-old Student Literacy Corps (SLC) exemplifies the college's commitment to infusing the curriculum and student life with the principles and practices of civic engagement. The SLC, an academic course, transcends traditional disciplinary pedagogical approaches by offering students a theoretical and practical framework for learning about and tackling the issue of illiteracy in contemporary society.

In partnership with St. Paul's Community Development Corporation (an Americorps grantee), and two public schools in the historic city of Paterson, New Jersey, the SLC has worked consistently through the years to refine its methods and to undergird the program with the principles of popular education as developed by the great Brazilian educator, Paulo Freire. Popular education, like service-learning at its best, calls students, community members, faculty, practitioners -- all constituents -- into dynamic patterns of relationality in the effort to advocate for positive social change and just relations,

especially among the historically disenfranchised.

In their emphasis on more than mere skills acquisition, SLC tutors develop reciprocal learning/teaching partnerships with learners in order to focus on the learners' own goals, and more broadly, on community-building and empowerment. In its nearly decade-long history, Ramapo College Student Literacy Corps tutors have joined with learners in creating booklets of their original writings and drawings, in redressing problems with the withholding of wages and in becoming more actively involved in their children's education.

This type of community involvement, of service-learning practice, strengthens and nurtures habits of democratic participation among students, community members and faculty. As students prepare for lives beyond the academy, as community members work toward making their lives more livable, and as faculty learn to teach beyond their finite disciplines, each constituent group becomes more practiced in living lives of public participation for the promotion of the common good.

Red Rocks Community College, Colorado
James Raughton, President

Red Rocks Community College is involved in a wide variety of service learning activities in several areas. While there is not a coordinated campus-wide program at this point, many faculty use service learning experiences as part of their courses. Over 2,000 hours have been counted this year in a wide spectrum of volunteer activities.

Regis University, Colorado
Michael Sheeran, President

During the 1998-99 academic year, service learning at Regis College has engaged fourteen faculty members in teaching twenty courses with service-learning components. Eighteen students worked in the community through Federal Work Study community service positions. For the tenth year in a row, a group of students and staff traveled to Nueva Rosita, Mexico to work with and learn from members of the San Jose Obrero Parish. The Center for Service-Learning in the College has continued its partnership with Skinner Middle School, offering after school tutoring, mentoring, and classroom assistance. University-wide integration of service-learning efforts has taken major strides forward in the past year. The Regis Service Learning Corps involves sixteen students from across the University, who have completed six months of their year-long commitment and over 5000 hours of service to the community. Faculty from each of the three schools are working on re-designing courses for next year to incorporate

service-learning components. Finally, the gift of a fifteen-passenger van, Fr. Woody's Wheels, has made it possible for small groups of Regis students to collectively serve the community and reflect together on their efforts every day of the week.

Rivier College, New Hampshire
Lucille C. Thibodeau, President

Project SO-PREPARED for Citizenship is a Rivier College service-learning initiative presently entering its fifth year of operation in the greater Nashua, New Hampshire area. Drawing on the talents and energy of both college and high school students enrolled in service learning courses, this weekly after school enrichment program offers citizenship training and character education to students at two local elementary schools.

At the heart of Project SO-PREPARED is the four-person learning team. Education majors, students from other majors at Rivier College, and students from Nashua High School and Bishop Guertin High School work with students from Dr. Crisp Elementary School and Presentation of Mary Academy in weekly after school meetings to develop skills, tutor, socialize, and engage in recreation activities. Through these activities, the program seeks to build character and create responsible citizens by working on such skills as collaboration, problem-solving, active listening, and mentoring through various projects in art, mathematics, and literature. The after school lessons are coordinated with monthly character education themes from the formal elementary level curriculum.

The after school program is supported by over thirty service-learning courses at Rivier College. Service learning is a graduation requirement for Rivier students, and most fulfill this curricular obligation by taking a "plus one" credit option attached to one of their regular classes. Under this arrangement, students earn an additional academic credit for a class by performing a service activity (such as Project SO-PREPARED) and doing additional readings, papers, journals, portfolios, etc. related to their service project. Faculty development of the "plus one" options was made possible by generous funding from the Lilly Endowment and the Council of Independent Colleges. Alternatively, students may enroll in SL 100 Learning and Serving in Community, an independent one credit service class specifically geared to Project SO-PREPARED, which is also open, free of charge, to the high school students participating in the program.

Administration and coordination of Project SO-PREPARED is under the able leadership of Professor Howard Muscott of the Education Department, in cooperation with Rivier's Center for Peace and Social Justice. A formal planning and

implementation team, composed of representatives from Rivier, the two high schools, and the two elementary schools, oversees the ongoing progress of SO-PREPARED.

Salisbury State University, Maryland
William C. Merwin, President

Since 1989, Salisbury State University (SSU) has been participating in the VITA (Volunteers in Tax Assistance) program. While this is a national program, SSU's Perdue School of Business has been particularly successful in its involvement of the students and the community in the program, which offers free tax assistance to the public. Directed by a member of the accounting faculty, the VITA program at SSU has collaborated closely with the local Department of Social Services and with the Internal Revenue Service in assuring that tax preparation services are available to those in need. Services are provided at IRS locations. The VITA program is run as a business and includes not only students who will assist in preparing taxes but those who market the program and are responsible for its implementation.

Since 1989, Salisbury State University students have provided in excess of 14,000 volunteer hours on 5122 taxpayer contracts. In 1999 alone, students completed over 2000 volunteer hours on 531 taxpayer contracts. Students prepare multiple tax returns, answer a variety of taxpayer questions and do quality reviews of returns brought in for filing. They interact regularly with IRS professionals, must deal with a varied clientele including individuals of all racial, ethnic, economic and educational backgrounds. They must exhibit excellent communication skills and must be focused and able to listen attentively. Students must also maintain professional decorum at all times and their demeanor and attitudes must reflect positively on the IRS and on Salisbury State University.

This year, the IRS hosted an appreciation reception for the 21 Perdue School Accounting majors who completed 2030 hours of service to their community. Each student received a "Spirit of America" certificate and a personal letter from a representative of the IRS district office. The outstanding contribution VITA students make to the community should not go unacknowledged. While somewhat different than the traditional examples of good citizenship often heralded, this program meets and even surpasses the ideals of civic engagement.

San Francisco State University, California
Robert Corrigan, President

"They help me study English in the citizenship. They help me practice the 100 questions. They talk with me. I like the young

people, because I want to study English, I want to be a citizen."

Yan Matan is 74 years old. She is preparing to become naturalized as an American citizen. Her volunteer coach is one of 100 students at San Francisco State University and City College of San Francisco who work this semester with elders in citizenship and ESL literacy classes through SHINE, Students Helping in the Naturalization of Elders.

Project SHINE is a national community- service learning effort with sister sites in Philadelphia, Boston, Chicago, Miami and San Francisco. Co-directors Gail Weinstein of SFSU and Nina Gibson of CCSF, work with faculty from a wide range of disciplines to develop "project options" for academic classes. Students who choose to participate in SHINE are trained as "citizenship coaches", and are placed in citizenship classes to tutor one-on-one or in small rows. The hope is that all participants gain citizenship knowledge and skills, develop confidence in themselves as learners, and nurture intergenerational relationships that last long after the project ends.

In Spring 1999, approximately 100 students from two campuses are participating from English, Asian-American Studies, La Raza, Anthropology, Women's Studies, ESL and Political Science. Project evaluations to date have indicated that as students assist elders in preparing to become citizens, their own academic learning is deepened, and they themselves have an opportunity to participate in our communities in the best sense of true citizenship.

As one coach says: "I feel very fortunate to have landed in such an exciting class, where so many students experience success in their learning and citizenship attainment. The elders are so appreciative, and tell us how much we make a difference. I feel lucky to be working with a teacher who is an outstanding educator. Thanks so much for helping to set up such a great learning experience for me."

There is enormous satisfaction in building a program where academic course work comes to life; language is learned, and our community is strengthened though intergenerational relationships that we hope will last.

Santa Clara University, California
Rev. Paul Locatelli, President

Santa Clara University's Eastside Project invites its students, through community-based learning opportunities, to learn from the poor, the marginalized, and those struggling against deprivation or discrimination, so that the students' knowledge bases will be tempered by new perspectives and insights.

Each quarter, Santa Clara's Eastside Project enrolls roughly 500 students who take courses that integrate academic analysis and reflective experience with underserved people in our local area. The Eastside Project has, for example, the following characteristics:

• As a guiding principle, it seeks to create a learning environment that integrates rigorous inquiry, creative imagination, reflective engagement with society and commitment to fashioning a more humane and just world.

• It is a faculty initiative, rooted in the curriculum. Students enroll in regular departmental offerings with a service-learning component from disciplines across the university, including anthropology, psychology, accounting, philosophy and religious studies.

• The pedagogy is academic, exploring the on-going dialectic between theory and practice, which leads to a continuous reformulation of both. The process also elicits a variety of perspectives on problems and issues. Students put in eight hours a week engaged in the community; this experience informs classroom study including discussion, writing and presentations. Note that the "project" is grounded in the academic enterprise, not merely in community service or volunteerism.

• It aims at establishing a mutually beneficial partnership between the university and the community. The effectiveness of the Project depends on having credible members of both the university and the community guiding its development and on-going activities. The learning is not a one way street. As equal partners, the community and the university listen and learn from each other -- a partnership that ultimately anchors the concern for justice firmly within the university's curriculum and scholarly activity.

The specific aim of the Project is for students, animated by compassion, to move beyond philanthropy and social activism to the discipline of rigorous inquiry that can provide a solid intellectual foundation for the reshaping of the social order so that it serves the common good of all members of society. The rationale for this aim comes from the fact that the very institution (University) which explicitly commits itself to exploring, distilling, articulating and enhancing universal human experience is prevented from doing so because not all human experience can pass over into the consciousness of the university. Often neglected are the poor, the powerless, the voiceless in society. This is a problem for any university, but doubly so for a university that claims to stand in the Catholic

Jesuit tradition.

In a book entitled *Successful Service-Learning Programs: New Models of Excellence in Higher Education*, Eugene Rice of AAHE described it this way:

In the moving story of the Eastside Project at Santa Clara University, we see how community service in the university's own neighborhood led to the cultivation of a global perspective, where all involved became increasingly aware of the rich diversity, the painful struggles of immigration, and the widening gap between the privileged and the poor.

The editor, Edward Zlotkowski, went on to say, "what makes this program [Eastside Project] especially significant is the way in which it has been constructed to capture the very essence of its institution's guiding philosophy." Furthermore, what the Eastside Project refers to as a preferential option for the poor directly links its activities to a form of Catholic social activism that could, if similarly adopted elsewhere, redefine the meaning of Catholic higher education.

Southwest Missouri State University
John H. Keiser, President

By legislative act in 1995, SMSU became Missouri's only institution of higher education with a primary mission in public affairs. The goal of public affairs is to develop citizens of enhanced character, more sensitive to the needs of community, more competent and committed in their ability to contribute to society, and more civil in their habits of thought, speech and action.

SMSU has integrated curricular and co-curricular structures to support public affairs. Curricular structures include the mandatory "Introduction to University Life," which explores with freshmen citizenship in a learning community and includes frank discussions of the moral challenges of students and citizens. Mandatory capstone courses such as "Corporate Responsibility: The Role of Business as a Corporate Citizen" provide interdisciplinary study of public issues of primary importance. Service-learning gives undergraduate and graduate students focused experiences. Additional programs, disciplines, courses and emphases--such as the Environmental Sciences and Policy minor and the Chemistry for the Citizen course--further support the mission.

Co-curricular structures include an active Public Affairs Convocation Series, which this year finds Nobel Prize recipients F.W. deKlerk and Elie Wiesel addressing the establishment of a democracy and the collapse of morality. A public affairs grants program, television programs and a

professional journal promote discussions on multiple stages. Over a dozen student service organizations, the Campus Volunteer Center, a Student Community Action Team, the Campus Ministries and the volunteer and applied projects of students, faculty and staff merge the body–dynamic with the soul-civic to address community needs. Last year, over 88,000 hours of service were devoted to addressing community needs. Scholarships and awards for students, faculty and staff recognize and promote strong leadership in public affairs. And Kentwood Hall, our public affairs residence hall, focuses living and learning on public issues. Joining a supportive faculty and administration in overseeing and guiding the public affairs mission at SMSU is a Public Affairs Steering Committee, an Advisory Committee and an Evaluation Committee. Our strong commitment to public affairs is evident in the universal adoption this year of the "Declaration of University Community Principles" by our Student Government Association, the Staff Advisory Council, the Faculty Senate and the Board of Governors.

While SMSU's core purpose is to develop educated persons, the university itself strives to be a good citizen. A collaborative community indicators project resourced primarily through SMSU will soon provide a report-card of community wellness. An active grants office helps connect academic disciplines, community needs and granting agencies. A new Institute for Ozarks Studies housed at the university will bring a comprehensive view from multiple perspectives of our physical and cultural settings. These initiatives help define and refine a sense of place for university citizens, local residents and visitors.

At SMSU, public affairs is integrated wholly throughout the university. SMSU is proud to develop citizens of enhanced character and to graduate "citizen biologists," "citizen historians," citizen artists," and "citizen teachers."

Trinity College, Connecticut
Evan Dobelle, President

Trinity College believes that its liberal arts curriculum and urban location are a powerful combination and provide the basis for distinctive learning opportunities that challenge and inspire students to become critical thinkers and active, engaged citizens.

A fine example of the opportunities that exist is the Boys & Girls Club at Trinity College. The Club is the first Boys & Girls Club in the country to be located on a college campus, and Trinity students fill all of its volunteer positions. Trinity students also are involved in the Club through internships, service-learning, and research. They serve the needs of more

than 300 inner-city, low-income children who have enrolled in the Club since its opening in February.

In true community spirit, the Club's construction was financed with gifts from Hartford-area corporations, foundations and individuals, including Trinity College trustees. The Club also was the first new building to be constructed as part of a neighborhood renewal effort spearheaded by Trinity College that calls for three new schools, a family resource center, new home ownership opportunities, job training, support for existing retail establishments, and new business assistance.

Retired General Colin Powell, now chairman of America's Promise: The Alliance for Youth, participated in the dedication of the Club and designated Trinity as the nation's first "College of Promise." He said that Trinity's "commitment to improving the quality of life in Hartford and to helping the city's young people dream and believe they, too, might someday attend college and live the American dream is exemplary. What are the other hundreds of colleges and universities throughout the country doing on behalf of at-risk youth? Why can't they all be Colleges and Universities of Promise?"

The Club's activities are focused on education and the development of social skills, using Trinity students as teachers, role models and mentors. The activities include daily homework sessions; recreation that fosters team-spirit; positive competition and social skills; arts and crafts; a computer club that uses academic-oriented software; a newsletter; a percussion workshop; and a Saturday basketball league. The newest addition is a wilderness club that involves students and staff in educational trips and outings to foster positive relationships, an awareness of nature and the environment, self-awareness, character-building and self-esteem.

This program offers Trinity students an opportunity to use their skills and their athletic, intellectual, artistic and teaching/tutoring talents for the benefit of a community in need. Students engaged at the Boys & Girls Club become increasingly civic-minded; they become more aware of the real issues and problems of inner-cities. Although it happens outside the classroom, this represents true and invaluable learning, and it stimulates intellectual inquiry, civic action and leadership. This process helps mold Trinity students into responsible, involved, caring, and effective leaders of the future. It builds citizens who are more concerned about solving social problems than just studying and talking about them.

Tufts University, Massachusetts
John DiBiaggio, President

The Vision Statement of Tufts commits the University "to

foster an attitude of 'giving back'; an understanding that active citizen participation is essential to freedom and democracy; and a desire to make the world a better place." To deliver on this vision, Tufts' President John DiBiaggio, its Trustees, faculty, administrators and students are working to make values and skills of active citizenship a hallmark of all its degree programs. We are building upon substantial existing public service programs located throughout the University. The next step in this process is to establish the concept of the University College and over the past two years we have put in place several program elements. In the fall of 1999 the Trustees will be taking final action to formally launch this ambitious "across the curriculum" initiative.

The centerpiece of the College will be a certificate program in Citizenship and Public Service. Undergraduates and graduate students will earn the certificate by completing a set of courses that incorporate community service and civic education, and by finishing a substantial community service project.

While Tufts' public service activities are broad in scope, the UCCPS will place emphasis on work to strengthen preK-12 education. The focus on this initiative on education for active citizenship is accompanied by a challenging research agenda: Why has civic engagement in the U.S. declined? How are the forms of citizen participation changing and what causes these shifts? What is the nature and meaning of civil society in different parts of the world? Tufts is encouraging and supporting faculty research on these topics and is sponsoring a book series on Civil Society through the University Press of New England. A public Forum on Civil Society in April 1999 celebrated publication of the first two volumes in this series.

Union College, New York
Roger H. Hull, President

Union College just completed its first year as one of twenty-four higher education institutions participating in the Bonner Scholars Program. Although the college has provided opportunities for students to serve the community throughout most of its history, the partnership with the Bonner Foundation has granted increased excitement and new possibilities such as resources and sources for training, and direct financial support for low-income students.

In an effort to expose students to the three-way connection between one's own personal values, beliefs and culture; the college's mission and vision; and the needs of the community, the college developed the UC LEAD (Union College Leadership Education and Development) process. Through the avenues of self-exploration, practice, and reflection the UC LEAD process provides skills for meaningful service and

ultimately, preparation for life– long learning, civic involvement, and personal responsibility.

Using a model outlining "stages" of personal development ranging from Exploration to Integration and Expertise, students are challenged to connect the impact areas of service (self, campus, community) with elements of their own personal mission statements and the mission and vision statements of the college.

LEVEL I: EXPLORE & DISCOVER
What can I explore and discover about my community, region and self? How do I increase my levels of awareness of diversity? Where and how could I begin? How are terms such as social justice and reflective thinking defined?

LEVEL II: FOCUS & PLAN
Where should I focus my interests? How can planning help me to be a more effective servant-leader? How do I become a better listener and how is that important? How do I develop skills such as identifying real needs and developing creative solutions?

LEVEL III: MENTOR & MODEL
How can I apply my leadership training and experiences to be a more effective mentor? How do my actions affect others?

LEVEL IV: INTEGRATE & CREATE
How can I integrate my experiences into my academic interests and career and life plans?

Through intense and active training, hands-on experience, and guided reflection, we expect that Union College graduates will serve, in some capacity, as catalysts for positive social change and model citizenship the rest of their lives.

University of Binghamton, New York
Lois B. DeFleur, President

The Johnson City (JC) Program is under the auspices of the Academic Programs of Off Campus College. The JC Mentor/Tutor Program is a service-learning opportunity offered for two-credits. Participants are required to work 5-6 hours a week and attend a weekly seminar. Mentors/tutors work with high–needs and at-risk youth ages 10 to 18 (grades 5th through GED Program). This program exemplifies the excellent collaborative efforts that characterize Binghamton University's interaction with the surrounding communities.

About the Surrounding Community
Binghamton University is located in the Town of Vestal, in Broome County, in the Eastern Southern Tier Region of New

York State. Binghamton itself is a small city, and is the county seat for Broome with about 50,000 residents. There are several other municipalities, Endicott, Johnson City, and towns that bring the total regional population to about a quarter of a million. Binghamton University students are very much "in demand" as volunteers and interns in our local communities. The area is served by 4 major network television stations, several newspapers, and has a full array of public services. These factors combine to give students superior access to off campus learning experiences.

Binghamton University works to improve its role as a good citizen in the community. Specifically the office is home to three separate, though related, initiatives that provide opportunities for our students to develop citizenship ideals and represent the campus externally. These initiatives are the Off Campus College Academic Programs, The Good Neighbor Program and Volunteer Programs. Staff work closely with student government and cultural organizations to emphasize meaningful participation in community centered activities. The Good Neighbor Program works in the community to inform local government officials and community residents about trends and factors that affect our students. Simultaneously students are encouraged to take an active role in preventing conflict through communication and reasonable behavior. The Volunteer Programs celebrate the active role volunteerism has played in the Binghamton tradition. The OCC Academic Programs consist of local spring and fall internship placements, a flexible summer program, a Group Projects course and the Johnson City Mentor/Tutor Program.

The Johnson City School District Mentoring/Tutoring Program

Planning for the Program began with a request from the Assistant Superintendent of Schools, in the Fall of 1996 and the first 19 Binghamton University students were selected to be mentors beginning in the Spring of 1997. This past year over 50 BU students participated. The program features involvement with the school, and with children's families, course work and training for the mentors, and a comprehensive approach to children's success.

Outcomes:

A significant number of Binghamton University students are considering teaching. Several members of the initial group (spring '97) and the second group (97-98) either completed their masters in teaching this spring or will do so next year. The JC program provides assistance and additional support for at-risk youth in the school environment, guided pre-teaching experience for BU undergraduates, and an important link to local families with school aged children. The School District is

very pleased with the success of the program and improvements have been noted in the performance of several children involved with the program. Several other school districts are requesting similar programs.

University of Colorado at Boulder
Richard Byyny, M.D., Chancellor

The Service-Learning Program at CU-Boulder is both well established and growing. We offer an exciting array of courses that present students with diverse service-learning opportunities. Currently, over 35 faculty and 1000 students participate in service-learning annually, partnering with hundreds of community organizations—and each semester, more faculty in more disciplines join us. We also have two excellent service and leadership training programs (The Student Leadership Institute and INVST), service-learning components in several Residential Academic Programs, and a large and active Service Learning Corps. With such a strong base, we can work in creative ways to expand service-learning opportunities. For example, we helped to create and support an Internet writing center that connects high school students to business and University commentators to help them gain perspective on their writing skills and to allow CU students to share their growing knowledge about writing efficacy with high school student writers.

University of Denver, Colorado
Daniel Ritchie, Chancellor

The Service Learning Program (SLP) works closely with the Community Action Program (CAP) and other offices at DU to provide quality community service and service-learning opportunities for students, faculty and staff. Current programming highlights include: nearly ten documented service-learning courses in various departments involving over 300 students per year; five new faculty recipients of SLP Faculty Fellows mini-grants (which assist faculty in the development of SL courses); continued involvement by the SLP in the DU/Northwestside Denver Partnership (this is done in conjunction with the DU Graduate Education Department, Denver Public Schools and several grassroots organization in Northwest Denver); a webpage for the Service Learning Program (see www.du.edu/slip); a 60% increase in off-campus work-study opportunities at local nonprofits; a growing Service Learning Corps (a part-time AmeriCorps program where students commit to serve a minimum of 450 hours of community service and reflect on that experience in a group, each academic year); three opportunities for International service-learning (Projects Mexico, Bosnia and Costa Rica); a newly-established Service Learning Advisory Committee (to ensure accountability and greater community involvement);

and a volunteer clearinghouse of over 100 local non-profit organizations (see www.du.edu/cap; and plans to integrate Service Learning information and community service opportunities into the new SOAR (Student Orientation and Registration).

University of Maine at Farmington
Theodora Kalikow, President

In light of the Learning Results in Modern and Classical Languages which mandate second language acquisition from grades K-12 in the State of Maine, UMF embarked on a service learning partnership with Mallett School, to teach French in the elementary grades, and help Mallett school develop and sustain a foreign language curriculum.

Several options were considered at the start of the program. French was selected because of local expertise and geographical setting, and also in light of costs involved and ease of running a second language program. Every classroom in each grade is involved, but the program was implemented in stages: first grade only in Spring 1998, first and second grade in 1998-99, and grades one through three in 1999-2000. This gradual approach made it possible to develop one year of curriculum at a time and to grow gradually.

It is hoped that the school that will receive these children in grades 4-6 will continue teaching French in grades 4-6. UMF students teach French for 10 weeks each semester, once a week for about 30 to 40 minutes, which is not sufficient but can be reinforced the rest of the week by the classroom teacher.

Everyone benefits: UMF students are immersed in a real classroom and learn teaching through practice. Mallett school benefits from a pool of eager volunteers to start a French program on a shoe string. The children benefit the most, since research has proven that early second language acquisition enhances brain functions for life.

This program depends on the efforts of many. UMF developed a new French course and practicum to train students linguistically and pedagogically for this project (French for the Elementary Grades). Students are requested to register for these classes and reflect upon their practical experiences as part of the project. 23 UMF students (several working as teams) participated in the program this year, which is remarkable considering that

UMF is a small liberal arts college with no French major. The local PTA and Community raised over $10,000 – a dazzling sum for rural Maine – to make the program a reality. Mallett School Principals implemented the project and continue to

support it wholeheartedly. First and second grade teachers at Mallett are mentoring UMF students and reinforcing lessons during the week. They are learning French with the students and their enthusiasm plays a crucial role. The Mallett School French Program Coordinator receives a small stipend to develop the curriculum with Professor Sylvie Charron of UMF, who coordinates the program and teaches one class in every grade. She is an indispensable chain in this tightly woven fabric. In terms of funding, this program has benefited from two $500 Service Learning Grants to purchase books and other materials, and from a $250 donation from The Department of Humanities to purchase a series of books.

All in all, this program has been immensely successful and continues to grow. It could definitely serve as a service-learning model for other universities and communities.

The University of Montana-Missoula
George Dennison, President

Flathead Lake Biological Station
For the past 22 years, The University of Montana research station at Flathead Lake has operated to protect the lake's water quality and maintain the ecosystem balance. Flathead Lake, the largest natural freshwater lake west of the Mississippi River, is at risk of becoming irreversibly contaminated. Faculty and students stationed at the lake perform numerous research studies dealing with the biological and chemical properties of the lake in addition to monitoring the lake's health. The biological station project involves a variety of partners, including local, state, tribal, and federal agencies, who have joined forces to protect the lake. The station serves as the principle research facility who investigators are dedicated to delivering the scientific facts necessary to make informed decisions about the lake. The station provides students with opportunities for applied research experiences that address environmental and community needs while also helping to maintain one of Montana's greatest and most valued natural resources for future generations.

America Reads Program
In response to President Clinton's America Reads Challenge, The University of Montana has strengthened its commitment to help Missoula schoolchildren become better readers. During the past two years of the program, UM placed more than 30 work-study tutors and 100 college student volunteers in local elementary schools to serve as literacy tutors and provide one-to-one assistance and support for young readers. The program involves a variety of partners on campus and in the community including Volunteer Action Services, the School of Education, Financial Aid, the local school district, and the state Office of Public Instruction. Through their participation,

college student tutors gain an awareness of different educational needs of youth in the community and are exposed to the benefits of serving their community.

Teaching Creative Movement to People with Disabilities
Karen Kaufman, a UM visiting dance instructor, developed a program at UM's Department of Drama/Dance that introduces university students to teaching creative movement to diverse populations. The program focuses on having college students teach dance and creative movement to people with disabilities. The program also takes student instructors out to the public schools to provide dance instruction to children who may not otherwise have the opportunity to participate in dance classes. The program provides an opportunity for college student dance teachers to examine the ways in which creative movement can be utilized to enhance the lives of diverse populations of people.

University of New England, Maine
Sandra Featherman, President

The University of New England, Westbrook Campus, has initiated a campus community project entitled The Stevens Avenue of Educational Excellence. The goal of this project is to foster academic excellence for all students in the Stevens Avenue community. Stevens Avenue presents a unique geography in which a resident can attend preschool through graduate school without leaving the avenue. The University of New England has taken a leadership role in establishing and fostering collaborative relationships among all the schools, social institutions, and businesses along the avenue.

This past year, the Stevens Avenue Collaborative Advisory Committee was formed, defined its structure and purpose, and established vision and mission statements for the Collaborative. Its vision is that "Stevens Avenue is a community noted for its excellence in fostering quality lifelong education, mental and physical health, mentoring relationships, a safe environment, and a commitment to service among all its citizens." Its mission is: "To enhance the human spirit through education, health, mentoring, safety, and service."

Several other accomplishments were also realized this year. The Collaborative established a bimonthly newsletter, A Community of Excellence, which describes significant projects and accomplishments of students along the avenue. The third issue is currently being prepared and has a circulation of about 600. Students from UNE's Community Nursing class worked with the 7th and 8th grade science teacher at St. Joseph's Parish School to present eight classes on the body systems. Students from UNE's Language Arts tutored reading at Longfellow Elementary School with training provided by the Longfellow

reading specialist. UNE students conducted several research projects at the Park Danforth Residence, Deering High School, and Longfellow Elementary School.

A UNE education course on computer technology was taught in the Lincoln Middle School computer lab. Over 500 students from elementary to high school visited the UNE Art Gallery. UNE began an Alternative Health Promotion program at Park Danforth involving professionals from the medical school, students from the nursing and gerontology programs, and undergraduate students. UNE met with both high school principals to discuss enrichment opportunities that it could provide such as the College Exploratory Program, guest speakers, Art Gallery exhibits, and career information.

Next year, the Collaborative will focus on the theme of mentoring as the major focus of its activities. UNE is currently working with the principal of Lincoln Middle School to develop a mentoring program for middle school students. In addition, the Collaborative will continue the tutoring activities, and the bimonthly newsletters and meetings. It will also support a Poetry Workshop from Burbank Library, provide college campus tours for middle and high school students to raise academic aspirations, facilitate oral histories conducted by middle school students with Park Danforth residents, develop a Stevens Avenue web page, and continue to create strong partnerships along the avenue.

University of Redlands, California
James Appleton, President

The University of Redlands is committed to community-based partnerships and systematically supports schools, hospitals, and the non-profit sector as stakeholders for the future. Student involvement can be seen most notably in the volume of service performed each year. Annually, 60,000 hours of service are given to the community through work-study placements, America Reads tutoring, an academic service requirement, faculty taught service-learning courses, non-profit internships, and volunteer outreach. The following summary lists some ways the University of Redlands has maintained its commitment to educating the hearts and minds of its students.

• Graduation Required Service Hours (CSAC) – Committed to teaching the ethic of service outreach, the University of Redlands requires all undergraduates to give to their community by taking a 3-unit service activity course. Each year over twenty thousand hours of service are performed at hundreds of agencies throughout the world. Placements occur annually at homeless shelters, pre-schools, police departments, safe-havens, and various other non-profit agencies whose mission the students wish to advance. The requirement is ripe

for building community linkages on the reciprocal and invaluable relationships between town and gown as well as national and international service outreach.

• Service Learning Courses - Student and faculty developed service learning courses are offered each Interim (January term) allowing students several options in which to actively participate in community problem solving and reflection. The following faculty taught service learning courses were offered Interim 1998.

1. Volunteer Income Tax Assistance. Skill = Tax preparation Outreach = Tax Assistance to elderly and lower income as well as Spanish speaking communities.

2. Into the Streets. Skill = General outreach and service to dozens of agencies throughout southern California.

3. Fieldwork in Adapted P.E. Skill = Teaching physically challenged children techniques in physical education. Outreach = Special education programs, local schools, and agencies working with physically challenged children.

4. Woodwind Instrument Repair. Skill = Repairing musical instruments at no cost to school districts. Outreach = Twelve local public elementary and high schools.

5. Ropes Course Leadership. Skills = Ropes challenge course/diversity training. Outreach = Local elementary schools and reform and county schools.

6. Service In Haiti. Skill = Working with impoverished children. Outreach = Participating in orphanage work and mentoring in Haiti.

7. Service in Japan. Skill = Teaching English. Outreach = Elementary students in various schools in Japan.

The University of Richmond, Virginia
William E. Cooper, President

The University of Richmond encourages significant involvement of students, faculty and staff in volunteer service throughout the Greater Richmond Area. Leaders of several community agencies and Richmond area visionaries have provided outstanding leadership and guidance in support of the University of Richmond community. In recognition of their service, the University of Richmond has established an advisory board called the University of Richmond Service Associates.

• **Service Associates** is a board of distinguished Richmond area professionals who deserve recognition for their involvement with the University and their aggressive, creative and sometimes courageous leadership in helping transform communities and environments into healthy productive settings.

• **Service Associates** will promote the University's community involvements to their various constituencies.

• **Service Associates** will work with the Chaplain to the University and the Chaplaincy Staff on matters of service and community involvement in the Greater Richmond Area.

• **Service Associates** will assist in exploring new ways for the University to remain relevant in serving its host city.

• A grant (**UR Service Associates Grant**) is available each year to the Service Associates to award to an organization or program deemed most capable of making a significant impact on community life.

The University of Saint Thomas, Minnesota
Dennis Dease, President

The decline in active citizenship in America is a threat to our democracy. This country must have a concerned and involved public if it is to retain its freedom and its greatness. In response to this urgent need for developing active citizenship, students from the University of St. Thomas are involved in the Public Achievement Program.

Public Achievement (P.A.) is an "up and coming" national citizenship program housed at the Minneapolis based Humphrey Institute of Public Affairs. This program is designed to increase the involvement of young people in the problems confronting our communities. Started by Dennis Donovan, a former grade school principal and community organizer, and Harry Boyte, Senior Fellow and Co-Director of the H.H.H. Center for Democracy and Citizenship, Public Achievement focuses on empowering young people to act on issues which they feel are important.

Modeled on the "citizenship schools" of the South during the Civil Rights Era, Public Achievement attempts to revitalize democracy by teaching skills for public leadership. Typically, college students act as coaches for groups of grade school students. Groups of young students and their university coaches work through the process of defining an issue, choosing an appropriate strategy to resolve or improve the issue, and finally, executing a plan of action.

In the '98-'99 school year, eight St. Thomas students served as coaches at St. John Vianney Grade School in South St. Paul. P.A. groups met weekly to "map" their issue and to strategize. They worked on perennial problems such as hunger and homelessness, animal rights, and the environment. They also worked on issues such as school safety and technology upgrades for their classrooms. Although the P.A. groups worked independently, they reported back regularly to their classmates and to their teachers.

The broader goal of Public Achievement is to help young people realize that they have the power to change things. In P.A., it is the kids who come up with the issues and the goals. The university coaches help with skill building and organization. This process helps teach kids how to get involved in public issues and how to effectively make a difference. Most importantly, P.A. teaches them that in order to make a difference, they need to find ways to cooperate and to work together.

Of course, the university students also learn citizenship by being coaches. Public Achievement helps broaden their college-centered focus. They gain a new sense of urgency by seeing issues through the eyes of the children. They gain insight into areas where they themselves need to grow. These include the fine arts of compromise and leadership. As coaches, these college students have the task of teaching organizing skills. But they end up learning how to empower others. P.A. coaches return to the university with a greater ability to be campus leaders and lifelong citizens.

Both the grade school students and their college coaches gain a new sense of civic responsibility. They all learn to get involved. As a result, P.A. is helping to build a future where America is no longer dominated by cynicism and apathy. P.A. is helping to bring about an America nourished by cooperative and caring citizen action.

University of Southern Colorado
Tito Guerrero, President

Service Learning opportunities are growing steadily at the University of Southern Colorado. Because this program is housed within the Community Research Services office, we are able to develop interlinked projects and placements for students in varied disciplines from social work and psychology to mass communications. A Child Care Parent Survey was completed in December. The information will assist with improving the quality of childcare in our regions. In May USC will again conduct the statewide Children's Summit, which will focus on bringing together community members, parents,

and providers.

Currently, students are designing a web site to be the information broker for the community (Community Research Services web page). The CRS is the communication link between USC faculty, students, and the community to provide cost effective research assistance. "Adopt-An-Agency" is underway to assist local non-profit agencies in their program development with on-site consultants. Presently, a report about Pueblo's Community's Health (Community Indicators Project [CIP]). The CIP presents information on two dozen key indicators that capture various scenes reflecting important dimensions on community life. Girl Scouting in the Day is another one of our programs. It is a program that supplements young women (5th-8th grade) with goal setting, drug prevention and preventing teenage pregnancy. In addition, a survey of service-learning opportunities for faculty and students is underway to begin a database of information to enhance recruitment, retention and placement opportunities. A link has been developed with Pueblo Community College and each will provide data, public relations activities, and mentoring for joint community college/university projects.

University of Utah
J. Bernhard Machen, President

At the University of Utah, Psychology 1010 excels in simultaneously enhancing students' academic learning while exposing them to practices of good citizenship. The PSYCH 1010 team accomplishes this, surprisingly, in a traditionally challenging environment: large classes of young, inexperienced first-year students. Agency surveys, student evaluations, and grades illustrate very positive feedback about both the service and the learning. Dr. David Dodd and two teaching assistants, trained and funded by the Lowell Bennion Community Center, refined the format and process of integrating service-learning into PSYCH 1010, and created a manual for subsequent 1010 classes. What they learned, accomplished, and documented may provide a useful model for other classes – and other institutions trying to integrate service-learning into large, multi-section courses.

From their manual, it is clear their success was based on five key pieces: agency involvement, a carefully constructed first week of class, detailed service-learning handouts, strategic writing assignments, and periodic reflection discussions.

Teaching assistants and faculty recruited twelve community partners, sharing the class syllabus and learning about their clients' needs (and how those needs related to class content). Agencies participated in student learning by collaborating with faculty and teaching assistants in planning, orientations

(in-class and on-site), intervention, and evaluation. Agencies also participated in all four scheduled reflection discussions.

Critical, according to students, were the clear, explicit expectations of service-learning presented during the first week of class. Faculty, teaching assistants, agencies, and a past student teamed up to deliver a clear, strong orientation to service-learning and its connection with the class and with citizenship. They focused on service-learning rationale, partnership and class expectations, service descriptions, and work agreements with agencies. On that same day the students signed up with an agency and registered for an on-site orientation.

After they signed-up for service, students (young and often needing firm structure) received their own detailed service-learning folder containing the syllabus, service descriptions, letters of agreement, a grade sheet, deadlines, reflection session questions, and writing assignments. These writing assignments were built on targeted questions asking students to describe how a specific psychological theory was evident in their particular service experience. Therefore, as students served, they were mindful of how their experience related to academic texts. Teaching assistants tracked student learning by reviewing bi-weekly writing assignments and by contacting agency representatives.

Faculty, agency representatives, and teaching assistants, reinforced the service/curricular integration through four 45-minute reflection discussions, as well as regularly referring to the service in lectures. Exam questions also required students to draw from their service experience.

This consistent and conscious integration of service and text--now mapped and prepared for future 1010 classes--has made PSYCH 1010 a best practice in service-learning. For further information on PSYCH 1010, please call Kara Hartmann at (801) 585-9100.

University of Vermont
Judith Ramaley, President

UVM has begun to view student advocacy for social and environmental causes as a natural avenue for cultivating a deeper sense of civic and social responsibility and a skill in constructive advocacy that complements institutional values and supports our mission which includes preparing our students to lead creative, productive and responsible lives.

Environmental Advocacy
The University has a strong commitment to utilizing effective environmental practices in its daily operations. One aspect of

this is the introduction of sound ecological design into all plans for renovation and construction of facilities on campus. A group of students have formed The Consortium for Ecological Living (CEL) as a vehicle for increasing the efficiency and long-term sustainability of the campus as well as to educate the community about the benefits of ecological mindfulness.

There are a number of lessons to be learned from this student-initiated effort. First, the students involved have a broad vision combined with a very practical objective of working within the system to introduce changes that will gradually achieve that vision. They want to promote environmentally sound campus strategies that will make UVM an exemplary learning environment for exploring ecologically sound principles of campus design, campus operations and the creation of an educational setting that promotes mindfulness about the environment. They have chosen, however, to approach this vision by advocating to the campus community projects and concepts that are consistent with their larger vision but also practical and workable with our current resource base and culture. The leaders of this group have invited students from many different disciplines to work together to create practical and constructive alternatives that can enhance the campus community and introduce sound environmental practices.

CEL is a very diverse group of students drawn from many fields who work together to offer a meaningful student voice in campus planning. As a recent example, CEL has participated in the early design of a new library extension/student center "information gateway" project and has advocated for incorporating concepts of ecological design into the building so that it will be cost-effective, sustainable long-term, and an important example of ecological design on campus. They have taken as their motto the quotation from Margaret Mead, "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has." The members of this group, encouraged and supported by the administration and faculty, are learning how to make a real difference and leave a lasting mark on this institution.

Social Advocacy
Students at UVM have formed the UVM Coalition for Responsible Investment to promote social advocacy for human rights and to provide a vehicle for students to make their concerns known to the campus community and to the administration. Recently, the Coalition took up the issue of sweatshop labor and did research on the development of an appropriate code of conduct for apparel manufacturers that are licensed by the university to utilize UVM trademarks. In April they launched a campaign to make UVM "sweatshop free." In

doing this, they first followed a fairly traditional course of holding a press conference on the steps of the administration building and circulating petitions calling for the administration to adopt a strict code of conduct and establish its own monitoring process for ensuring compliance among its licensees. In their initial communication they presented their work as a long-term campaign that would require "long term commitments, discipline and focus." They expressed the hope that protests, demonstrations and sit-ins would not be necessary to get the attention of the administration and to promote their cause.

Choosing to use this naturally developing interest as a means to promote a more comprehensive approach to advocacy, members of the student affairs staff met with the leadership of the Coalition to discuss the practical and ethical dilemmas posed by the issue of "sweatshop labor." The staff also worked with the Student Government Association to open up opportunities for a broader discussion of the issues as well as an exploration of ethically sound strategies that would be appropriate for an institution like UVM with its values of respect, integrity, innovation, openness, justice and responsibility.

UVM's involvement with licensing agreements is somewhat different from those of the larger and more nationally prominent members of the newly-formed Fair Labor Association and the recently established coalition working with PriceWaterhouseCoopers to design a monitoring system that would be more clearly independent of influence by apparel manufacturers. UVM enters into contracts with over 150 firms, including many small Vermont-based firms, to produce a range of items with UVM trademarks and logos. The total revenue from these licenses is approximately $50,000. At this scale, the package originally advocated by the Coalition---which called for a very strict code of conduct including the requirement that manufacturers pay a "living wage" and for UVM to establish and operate its own compliance reviews---was clearly not feasible. After much discussion, the students amended their request of the administration to propose that an advisory task force of students faculty and staff be formed to discuss how the university could best address labor and human rights issues and to gather evidence needed to make a rational and well-thought-out decision. This group has now been formed and has begun to explore our options.

The lessons to be learned from this experience as well as the environmental advocacy of CEL is that it is possible to leverage the genuine interest and concern of students about issues of human rights or the environment or other social issues to create an opportunity to introduce new approaches to

constructive and effective action within our current organizations and public systems. Drawing on the concepts of problem-based learning and experiential learning, a meaningful engagement with student concerns can create a wonderful avenue for promoting civic responsibility and for involving students in constructive institutional change.

Valparaiso University, Indiana
Alan F. Harre, President

The city of Valparaiso, Indiana, in conjunction with Valparaiso University has just completed the tenth year of its Christmas in April project. Annually, Christmas in April brings together 300 University students with approximately 300 residents of the city of Valparaiso to work on the homes of the elderly and those who live on fixed incomes to make these homes more pleasant and habitable.

Students who volunteer to work on the day designated as Christmas in April are asked to attend a training session where they learn about the history of Christmas in April not only in Valparaiso, but also across the nation. They are informed about what is expected of them, and they are given a preview of the projects upon which they will work.

In April 1999, twenty-four homes and two not-for-profit organizations were the recipients of the efforts of the Christmas in April volunteers. This number is something more than was the case ten years ago, but something less than the thirty homes upon which work was done in prior years.

University students have the opportunity to interact with community residents, and particularly individuals who represent the skilled trades (carpenters, plumbers, electricians, roofers, etc.), as they rework homes by replacing roofs, redoing plumbing, installing new furnaces, painting, interior and exterior areas, repairing sidewalks, raking lawns, etc.

As students are involved with the Christmas in April project, they learn something about the importance of service to their community, and they also are brought into contact with people who have far fewer resources than they have. The involvement of faculty, staff, and students with the leadership and volunteers from the community has been a very helpful contributor to fostering positive Town-Gown relationships in Valparaiso, Indiana.

Vincennes University, Indiana
Phillip Summers, President

For the past two years the Student Senate at Vincennes University has sponsored "The Rainbow of Harmony" Dinner.

Representatives from each club and organization on campus come together to share in a purposeful program and dinner. Icebreaker activities engage students in meaningful discussion and a speaker presents a thought-provoking message. A student code, which speaks of civilized behavior, dignity of all persons and freedom for each individual is read in unison as a symbol for a strong unified student force. A bread of rainbow colors is broken, passed and shared by all as further testimony for a unified student body. A large banner, which contains words of unity is signed by all attending students and later hung outside the Student Union Building for others to see.

Club representatives from this group encourage others to join the ranks by distributing rainbow ribbons and small cards, which attest to positive interaction among all. If a student decides to commit to this movement, the card is signed and carried in their wallet. Shortly following this dinner another gathering occurs in which these club representatives invite others to join them. Food is served and students gather in groups to discuss ways to promote unity and civilized behavior. These ideas are printed on 4"x 6" cards and worked on during the year by student groups and student senate.

Enclosed are examples of the Student Code and the "It Can Happen" card. In the first year of its inception the idea and the "It Can Happen" card was directed toward racism. In its second year the idea moved more toward unity among all, which is broader and involves all groups.

The origins of this concept evolved from a Student Senate member who felt that not enough concern was shown for others among students. We dubbed this movement as "Carrie's Love Campaign". I mention this to illustrate the idea that it takes only one person to start something. The idea spurred others' imaginations and evolved to an annual campaign. In light of the fact that our nation is facing so much violence in our schools, this movement is very timely. It has helped students to start the year right and to perhaps look at others with new perspectives.

West Virginia Wesleyan College
William Haden, President

West Virginia Wesleyan College (WVWC) has a long history of service with the local community that has resulted in an open and communicative relationship between the WVWC Community Service Center and Upshur County community agencies. Student volunteers from Wesleyan's campus are welcome and highly valued at agencies that oftentimes rely on student volunteers in ways that utilize student's communication skills, leadership talents and problem-solving techniques.

As the service initiative at Wesleyan grows stronger with a growing number of community collaborations, it is important for students to fully understand the unique aspects of how a rural community identifies and responds to community need. The traditional focus of our campus-based service programs has been on service "for others." While that has been successful in the past, there is now an intentional effort underway at West Virginia Wesleyan to begin a process of actively listening to the community. This will allow the people from community agencies and the Wesleyan Community Service Center to chart a strategic course that will foster greater understanding of the community.

Community Partnership Process

• Conduct interviews with community leaders such as the mayor and chief of police of Buckhannon, the president of Chamber of Commerce, health professionals, county commissioners, and religious leaders.

• Devise list of questions for community leaders in regard to community history, college relations, economic development, crime statistics, identified problems.

• Strategize on a "problem-solving" approach that expands and enhances the role that college student volunteers take in establishing long-range project goals.

• Offer the community leaders feedback and assessment strategies that are responsive to community resources and the potential of college student volunteers.

• Promote an integrative learning and developmental strategy for students and their community partners.

The spectrum of service programs embraced by Wesleyan students is varied and offers students a number of opportunities to work closely with agency supervisors. The success of the community partnership process will depend on the service and the subsequent knowledge/skills and experiences that the students and community leaders will determine the agency needs. By incorporating these approaches within the community service process, all those involved will be better able to share information, knowledge and therefore improve the chances of reaching the community development goals of the sites.

Whitworth College, Washington

William Robinson, President

As a component of Core 150 (part of Whitworth's Core program, which every Whitworth student is required to complete), each student is required to do a community service

project of his/her own choosing or through the course coordinator, and to write a short paper detailing the type of service, telling about the project, and describing the impact of the project upon the student. Projects range from serving soup at a men's shelter to cleaning up yards for disabled people to caring for small children at a low-income housing project. Many of the students return again and again, after their Core 150 semester has ended, to offer their services at local nursing homes, at Habitat for Humanity, at the previously mentioned venues, and at other locales where their assistance is welcomed.

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